

Inspection report for early years provision

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Inspection date	21/06/2010
Inspector	Lynn Palumbo
Type of setting	Childminder

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the childminding

The childminder was registered in 2003. She lives with her husband and children in a house in the London borough of Waltham Forest, within easy walking distance of shops, parks, nurseries and schools. The whole premises are used for childminding. There is a fully enclosed garden for outside play.

The childminder works with assistants. The childminder is registered to care for a maximum of four children under eight years, of whom three may be in the early years age range and a total of eight children when she works with an assistant. She is currently minding four children within the early years age group. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder is registered for overnight care.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder successfully promotes most aspects of the Early Years Foundation Stage framework requirements within a suitable and inclusive environment and many aspects of adapting to a healthy lifestyle are reflected excellently. She knows the children well; as a result, they are happy, secure and settled. She develops positive relationships with parents, which contribute well to children's welfare and learning needs being met. The childminder has effective systems of self-evaluation and is able to ensure her provision develops continuously.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure written parental permission, for every child within the setting, to seek any necessary emergency medical advice or treatment in the future is in place (Safeguarding and promoting children's welfare). 06/07/2010

To further improve the early years provision the registered person should:

- establish systems to involve parents as part of the ongoing observation, assessment and planning cycle to ensure they are fully involved with their child's learning.

The effectiveness of leadership and management of the early years provision

The childminder has a clear knowledge about child protection procedures and knows where to make referrals. She has an up-to-date first aid certificate. This ensures, if the children have any accidents or any concerns arise about the well-being of children, that correct procedures are followed. The childminder has a record of risk assessments in place, which are sufficiently detailed to ensure children's safety while playing. This ensures any potential hazards are promptly identified and minimised within all areas of the home. Although the childminder has obtained parental consent for outing's, medication and observations, consent for emergency medical advice and treatment is not in place for all children in her care. This does not ensure all children are cared for in an emergency without delay. The childminder maintains safeguarding records; for example, she has a record of children's hours of attendance. The childminder shares all her policies and procedures with parents at the outset to ensure they are well informed.

The childminder has designed an effective layout of good quality toys and resources in the home and garden, to ensure children can access these easily. The childminder also makes good use of the recreational services within the community; for example, the local play group and library. This ensures children's learning and development is enhanced and feeds into the continuous improvement of her provision.

The childminder demonstrates that she has valuable knowledge about children's welfare and family background. For example, she is fully aware of children's health, dietary and care requirements, such as their sleep routines and the stage of weaning. Children are provided with an effective range of resources that foster an awareness of diversity in society, for example, they learn about different cultures. The childminder's systems of self-evaluation are effective and she has identified areas for development. These include developing the system to obtain the children's views about her provision. In addition, all recommendations from the previous inspection have been met.

The childminder has established strong relationships with the parents. They are informed about their children's learning and development through daily discussions, samples of their children's work and written observations. However, the childminder has not yet fully established systems to involve parents' in contributing to the observation, assessment and planning cycle, to ensure they are fully involved with their child's learning. Parents have expressed their positive views of the childminder's provision to the inspector, they say, 'The childminder has given my child so much confidence and he can now speak new words'. 'I am so pleased with the childminder's service, my child is thriving, his needs are met and he is always content'. The childminder is fully aware of other professional organisations involved within the Early Years Foundation Stage. Speech therapists and other specialist workers are welcomed into the home to observe the children, if necessary and their advice is valued.

The quality and standards of the early years provision and outcomes for children

The childminder has developed effective assessment systems and uses photographic evidence alongside the observations she conducts. The observations provide information about what the children and babies have achieved and their next stage of development.

Children and babies are happy to explore the resources in the play areas and they soon choose a toy or an activity. They quickly become engrossed in their play or creative work. For example, they play picnics and talk about fruits, the colour and taste. Children develop their literacy skills well. They become engrossed in stories as the childminder reads their favourite books. They also independently select books and explore the pictures. Children develop their writing by mark making, with paints, sand and crayons.

Children have good opportunities to develop their numeracy and problem solving skills as they align puzzles and learn to carefully judge how much water will fill different sized containers. In addition, children count beyond 10 and begin to understand numbers are sequenced. Children have a broad range of experiences to develop creatively. They know their colours and are free to paint on a variety of material. Children sing and dance to 'music and dance' sessions. In addition, they make their own instruments with recyclable materials and manipulate play dough. Children develop their imagination by playing with their dollies, by feeding, dressing and washing. This enhances children's concept of their own personal hygiene. Children develop their knowledge and understanding of the world well. Children develop an understanding of a diverse society as they read a variety of cultural books, eat cultural foods and a variety of fruits from around the world. All children are encouraged to access all toys and resources regardless of their gender. This ensures children are learning about a diverse society. Babies enjoy activating programmable toys that light up and reiterate musical sounds. This ensures babies concept of information and communication technology is developing.

Children have excellent opportunities to learn about healthy lifestyles. In the childminder's garden, they bounce on trampolines, kick and throw balls with control. They ride cars and challenge their physical skills on the soft play equipment at the local play group. In addition, they climb on recreational equipment at the local park. Babies crawl with enthusiasm and they are beginning to hold onto safe resources to stand. The childminder prepares nutritious and well-balanced home cooked meals provided by parents and children take pride in washing their hands before eating. The childminder's effective hygiene procedures protect children from the risk of cross-infection. For example, she uses gloves when changing nappies and the disposal of the nappies is immediate.

Overall, there are effective measures within the setting to ensure that children learn about safety. They learn about stranger danger and crossing the road when out in the community. Children enjoy playing together and have a mutual respect for each other. The childminder and assistant manage children's behaviour calmly

and well. Babies are making relationships; they enjoy the company of the older children. In addition, they have made very good bonds with the childminder and the assistant and gain emotional comfort as they snuggle into them. Children respond positively to praise and to good role modelling.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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