

## Inspection report for early years provision

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<b>Unique reference number</b>	EY341840
<b>Inspection date</b>	11/06/2010
<b>Inspector</b>	Jane Davenport

<b>Type of setting</b>	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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the childminding

The childminder was registered in 2006. She lives with her husband, her four-year-old daughter and one-year-old son in Chingford, which is situated in the London borough of Waltham Forest. The whole of the premises is used for childminding purposes and there is an enclosed garden available for outdoor play. Access to the premises is via two steps at the front door.

The childminder is registered to provide care for a maximum of four children at any one time, of whom no more than one may be in the early years age group. She is currently minding one child in the early years age group on a part-time basis. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She walks to local schools to take and collect children and attends local community groups. The childminder has a pet cat. She is a member of the National Childminding Association and is involved, as a founder member, in the setting up of the Waltham Forest Childminding Network.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare is safeguarded well in the setting. The childminder provides a homely and inclusive service where each child is treated as an individual and encouraged to make independent choices. She demonstrates a good understanding of the Early Years Foundation Stage and supports children to make good progress in their overall learning and development. The childminder maintains generally well-written documentation, including policies, procedures and child assessment records. She has developed strong partnerships with parents. The childminder has made improvements since her last inspection and has a growing awareness of her strengths and areas for development. She is beginning to make good use of self-evaluation to improve her practice.

## What steps need to be taken to improve provision further?

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

- update the risk assessment record to include details of when and by whom checks have been carried out (Suitable premises, environment and equipment). 30/06/2010

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

- develop further the system for carrying out observations to improve frequency and to ensure that parents are fully involved in the process.

## **The effectiveness of leadership and management of the early years provision**

Children's welfare is safeguarded well. The childminder understands her role and responsibilities with regard to child protection and updates her training in this subject on an ongoing basis to reinforce and consolidate her knowledge. She has a detailed written policy, which she shares with parents, to support her practice in this area. Children generally play very safely as the childminder has risk assessed both her home and any outings the children are taken on. She maintains records of these assessments and also carries out a daily safety check of her home and garden. However, the assessments do not currently include details of when and by whom the checks have been carried out. Children's well-being in an emergency situation is promoted because regular fire evacuations are practised, working smoke alarms are installed at each level of the house and a fire blanket is provided in the kitchen. The childminder keeps a list of all visitors to the premises and children eagerly add their name to the 'Who's in the house?' board when they arrive, which means that she has a full record of who is present at all times. The childminder has obtained parental consent to seek emergency medical treatment and holds a current paediatric first aid certificate, which helps her manage and protect children's health.

The childminder makes good use of her home to offer children warm and comfortable play areas within a family environment. They have plenty of clear floor space in which to explore and engage in their play. Resources, many of which contain positive images of diversity, are organised well to allow children independence to self-select and make their own choices, as well as enjoy the planned activities offered. Inclusive practice is promoted effectively. The childminder knows the children and meets their needs well; every child is recognised and valued for their individuality.

The childminder is committed to the continuous improvement of her practice. She has successfully addressed the recommendation made at the last inspection by ensuring that children do not have access to any potentially hazardous equipment in the kitchen area. She has also completed her Ofsted on-line self-evaluation form, identifying what she believes her strengths to be and setting some realistic goals for future development. For example, she intends to access training in planning and carrying out effective observations; she also plans to enrol on a National Vocational Qualification course in childcare, at level three.

Parents are not currently involved in establishing their children's starting points. Nevertheless, partnerships with parents are strong. The childminder gathers detailed information from them regarding their children's routines, abilities, backgrounds, beliefs and medical history so that she can meet their individual needs. Informative notices display useful information for parents, including the elements of the Early Years Foundation Stage, together with the childminder's certificates relating to registration, first aid and food hygiene. Testimonials from parents are positive and state, for example, that children have 'developed well in speech and questioning due to attending the setting'. The childminder understands and is committed to working closely with other providers. For example, she has already forged some links with staff at the local nursery school and plans to share

observations and work on common themes with them, which will help to provide consistency in children's care and learning when needed.

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

Children are happy, settled and relate well to the childminder, who interacts warmly with them as they play. They feel safe in the setting because the childminder offers warmth and security, along with consistent and familiar routines. They demonstrate this by readily approaching the childminder if they need help or a cuddle. Young children are learning how to share and to play cooperatively together as they participate in a regular programme of planned visits to local toddler groups, where they are able to socialise in a larger group. Their personal, social and emotional development is progressing well. They talk with confidence about their home life, their pets and their family and their growing independence is fostered very well. For example, they receive warm praise and encouragement for their achievements as they put on their own shoes and expertly use shape cutters and a knife to spread butter on their toast.

The childminder demonstrates a good knowledge and understanding of the Early Years Foundation Stage. She completes an 'All about me' profile for each child when they first start to attend her setting and children's ongoing progress is carefully monitored through a generally effective system of observational assessments, which are clearly matched to the expectations of the early learning goals. Brightly coloured photographs and examples of the children's work make them visually attractive as well as informative for parents. However, observations are not carried out frequently enough at present, and the childminder has not yet devised a system to encourage parents to be fully involved in the process.

Young children's language and imagination are very well developed and they express their ideas in a variety of ways. For example, they play imaginatively and creatively in the living room, which has been set up as a hairdressing salon with appropriate equipment such as brushes, combs, hair dryers and notices featuring the different hairdressing services that are available. Children enjoy role playing at being in charge as they comb and 'dry' the childminder's hair. Their language and thought processes are extended well as the childminder asks 'What do you need to put on my hair to make it nice?' and they reply 'Shampoo and spray.' They learn good skills for the future, such as the need to pay for services in shops, as the childminder asks them how much she must pay for her new hairstyle. They reply confidently 'Five pounds' before putting the money in the till.

Young children have many opportunities to play in the outside play area, where they enjoy the space and sense of freedom and develop their physical prowess by running, kicking balls and playing on the swings, climbing frame and bikes. They gain a good understanding of their world through planting and watering their sunflower seeds, participating in water play and noting different aspects of the environment. Helping the childminder to put plastic bottles and other items in the recycling box encourages children to think about sustainability and protecting the earth's natural resources. They are learning to solve problems for themselves and

are beginning to understand mathematical concepts. For example, as they help to cut their toast with the cutters, they are able to name simple shapes such as squares and circles and more complex ones such as hearts and stars. They also talk about time in a meaningful way during role play as they say that the cake they have put in the oven will be ready in 'half a minute'.

Nutritious meals and snacks are helping the children to recognise healthy food as being a positive lifestyle choice. The childminder gains information from parents regarding any special dietary requirements and ensures that these are met. Fresh drinking water is available at all times and the childminder is proactive in ensuring that children receive their 'five a day' portions of fruit and vegetables. Walks to the park and local community facilities encourage children to take pleasure in being active. The childminder ensures her home is clean and hygienic, with effective arrangements in place with regard to her pet; for example, children cannot access the cat's feeding bowl. Children's good health and well-being is further promoted by the adoption of additional good hygiene practices, for example, when changing children's nappies and also by providing individual flannels, hand towels and strategically placed posters and notices encouraging them to brush their teeth and wash their hands.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	2
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

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