

Inspection report for early years provision

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Inspection date	26/03/2010
Inspector	Jane Davenport
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 2009. She lives with her husband and two children aged four and one in a residential area of Highams Park, which is situated in the London borough of Waltham Forest. The whole of the ground floor, first floor bathroom/toilet and children's bedroom are used for childminding purposes. A fully enclosed garden is available for outside play. Access to the premises is via two steps.

The childminder is registered to 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, and 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 compulsory part of the Childcare Register. The childminder walks to local schools to take and collect children and attends local community groups. The family have no pets. The childminder is an active supporter of the NSPCC and receives regular newsletters and updates from them. She is also a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children's welfare is promoted well in a safe, warm and encompassing environment. Their learning and development is effectively supported as the childminder ensures that they have access to a wide range of stimulating and interesting activities. Good relationships have been established with parents to ensure continuity of care and to promote consistency in children's lives. The childminder has begun to monitor her provision effectively and is committed to promoting positive outcomes for children.

What steps need to be taken to improve provision further?

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

- develop a system of reflective practice and self-evaluation to clearly identify strengths and priorities for development
- develop further the links with other provisions that children attend to ensure continuity of children's learning and care

The effectiveness of leadership and management of the early years provision

Children are effectively protected from harm and neglect. The childminder is clear about the signs and symptoms of possible abuse and knows the correct procedures to follow should she have a concern about any of the children in her care. This is supported by a comprehensive range of clearly written policies that are shared

with parents from the outset. Secure risk assessments are in place to ensure children are safe indoors, in the outdoor area and on outings.

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. Good use is also made of the rear garden where children are able to access the slide, large trampoline and planting activities in the fresh air. Resources 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 very well; every child is recognised and valued for their individuality. She works closely with the parents to ensure that she is aware of each child's background and needs and consequently, children are supported appropriately. Children's understanding of their immediate community and the wider world is promoted well through the use of resources, celebrating different festivals and by the childminder's positive attitude towards equality and diversity.

The childminder is committed to the continual improvement of her setting. Although she has not yet formalised her self-evaluation, she is clear about what her strengths are and has identified some areas she would like to develop. For example, she aims to keep herself aware of current childcare trends and plans to enrol on a National Vocational Qualification course in childcare later on in the year. The childminder is aware of the benefits of working together with other providers attended by the children in her care and has begun to take steps to establish these partnerships.

Partnerships with parents are strong. Ongoing communication means that parents are well informed about the Early Years Foundation Stage requirements, areas of learning and the progress their children are making. The childminder has developed a very thorough and informative portfolio which she shares with all parents and which helps them to make an informed choice about the service they select. Parents indicate that they are very happy with the care their children receive.

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

Children are happy and content, and enjoy the time they spend with the childminder. They inform the inspector that they like coming to the setting because they have lots of fun. The childminder has a good understanding of child development and is growing in confidence with regards to delivering the learning requirements of the Early Years Foundation Stage. She has developed very informative profiles for children that contain some lovely photographs and narrative observations, clearly linked to the six areas of learning. Starting points are established with parents when their child first starts to attend and assessments include plans for promoting children's next steps.

Children's language is well developed as they are encouraged to talk about what

they are doing and to interact with one another. They concentrate very well at some attractively presented activities. For example, children making their own 'Welcome' posters take time to decide which images to include, skilfully using their scissors to cut around the pictures they select. This effectively promotes their developing hand and eye coordination and fine motor skills. Their understanding of diversity is promoted as the resources they have access to include positive images of culture, gender and differing abilities.

The children have many opportunities to enjoy physical exercise in the fresh air. They are able to play in the garden whenever they wish to do so, which enables them to experience the seasons and to explore their environment. For example, the children develop their large motor skills as they see who can jump highest on the large trampoline. They notice that healthy exercise causes changes to their bodies as they become warmer and out of breath and laugh together as they pretend to have developed cramp in their leg muscles. They observe and point out aspects of the environment as they play in the garden, such as the numerous trains that pass by, and they know by the direction in which they are travelling whether they are going to Chingford or to London. They also develop their knowledge and understanding of the world as they plant flower bulbs in pots and as they become fascinated by an insect that has been caught in a spider's web.

Children clearly enjoy the time they spend at the childminder's house and freely use their imagination as they play games pretending to be cowboys and then unicorns. They sometimes become very exuberant and display challenging behaviour. This is managed effectively by the childminder as she reminds them of the house rules, encourages them to share and play nicely together and gives praise when they behave well. Consequently, the children begin to understand boundaries and expectations due to the childminder's consistent approach.

Children are adopting healthy lifestyles because they walk regularly and enjoy nutritiously balanced meals and snacks, including freshly cooked meals, such as spaghetti Bolognese, and plenty of fresh fruit. Mealtimes are social occasions where the children discuss their day at school. They clearly enjoy the childminder's cooking and comment that the carrots will help them to see in the dark and that the vegetables will make them have big, strong muscles. They have access to fresh drinking water at all times and the childminder is mindful that their individual dietary requirements are recorded and met. The childminder encourages children to learn how to keep themselves safe. For example, children's awareness of their own safety is encouraged by gentle reminders from the childminder to be careful and sit properly in their chairs. They learn how to evacuate the premises in an emergency as they practise the fire drill and this is given additional meaning for them by a visit from the local fire service and an opportunity to sit in the fire engine.

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

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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	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