

Inspection report for early years provision

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Inspection date	15/06/2010
Inspector	Vivienne Rose
Type of setting	Childminder

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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 family, including her two adult old sons in Leyton in the London borough of Waltham Forest. The whole of the childminder's ground floor is used for childminding purposes and there is an enclosed garden available for outdoor play.

The childminder is registered to care for a maximum of four children under eight years at any one time, no more than three may be in the early years age range. She is currently minding six children in this age group. She also offers care to children aged over five years to 11 years. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder is registered to work with an assistant.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy settled and thriving, because the childminder creates a safe and secure environment, where children are valued and supported to make the most of their abilities. Warm positive and trusting relationships are enabling children to be confident and to approach the childminder helping them to feel safe and secure. The childminder evaluates her service always seeking ways to improve the learning opportunities for children. This includes seeking the views of parents, to improve her outdoor play space and resources for this area. The childminder has a good capacity for continuous improvement because she seeks further training for herself and staff to further develop her knowledge and understanding to support the outcomes for children.

What steps need to be taken to improve provision further?

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

- increase the opportunities for children to access the garden for play in order to promote their good health and physical skills
- further develop the systems for observations, to ensure that there are clear learning intentions for children's next steps

The effectiveness of leadership and management of the early years provision

Children are kept safe and protected because the childminder adopts sensible and proportionate approach to any concerns as they arise. Clear procedures are in place to record any concern she may have about children's wellbeing. An incident book, visitor's book and attendance record safeguards the welfare of the children. The childminder has a good understanding of the procedures to be followed to protect children and knows how to make an appropriate referral if she is worried about a child. Children's welfare and safety are promoted through effective

implementation of childminding policies, which are shared with parents at the start of any placement. Children play and move around in a safe environment because the childminder carries out thorough risk assessments for the home, garden and for outings which effectively minimises potential dangers. Communication with parents and carers is effective, with regular feedback being obtained on the service provided through feedback sheets. Parents are encouraged to share information about children in their starting point's folder. Also regular feedback about the experiences that children have at home enables the childminder to take this into account when planning. This two way flow of information engages parents and helps to promote the wellbeing of children in the setting.

The childminder is driving improvement through her ambition to train and to develop the service she provides for children. She constantly seeks to improve her childcare practice so that children have enjoyable and challenging play and learning experiences. The childminder applies natural common sense and has a natural affinity with children she is relaxed and approachable. The childminder has evaluated her childcare provision well and has clear priorities and targets for improvements. These targets include developing further partnerships with parents through the use of questionnaires and improving her outdoor play resources.

Resources are very effectively arranged and organised to enable children to easily access them to allow independence to be developed. Children are confident and independent learners because all equipment is placed at low level and there are a wide range of exciting toys and play materials. This strongly supports their enjoyment and achievement. Children's diversity and home backgrounds are valued and the childminder provides activities which support children's understanding of their cultural and religious diversity and the wider world around them.

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

Children happily explore and experiment, using a broad range of different materials and resources in a safe supportive and caring environment, helping them to confidently practise and acquire new skills. Children receive plenty of attention, through the childminder responding to the children throughout their activities and daily routines. Written observations of the children's attainments, interests and learning styles are supported well with photographic evidence, so that parents can see children's progress in their Learning Journey Books. Children are clearly making progress however; the next steps for children's development are not always clearly defined. The childminder has started to evaluate the children's progress in the six areas of learning to share with parents on a three monthly basis. While the children have access to outdoor play and visit to the local parks and play facilities on a regular basis limited use is made of the garden area at present to enable children to get the most from this facility. However, the childminder has plans to increase the resources for this area of play as part of her evaluation. Children enjoy a good balance of activities including painting, drawing, sand play, role play and dance. They enjoy learning to problem solve using torches to make patterns on the ceiling and when they count and match the blocks.

Children learn about the environment and how to preserve it when they sort containers for recycling. They have access to a wide variety of books, puzzles and creative materials. Visits to the park and the local market help children to develop

Children learn about safety as they practise emergency fire drills. The use of gates and staff encouragement to consider younger children and to take care of them helps children to understand and the need of others. Children play in a hygienically clean and very well organised home, promoting their health and welfare. They enjoy healthy nutritious meals and snacks and plenty of drinks and fresh water is readily available for children to help themselves. They know to wash their hands and why, because of germs. Children are offered a variety of fresh fruit, and enjoy their meal of cod, and stir fry vegetables. Children make a positive contribution to the setting for example, when they help to tidy away before lunch time. They enjoy identifying the alphabet letters and sounds on their placemats. Children are developing skills for the future and clear house rules encourage social skills and consideration for others; as a result children are polite and well behaved.

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