

Inspection report for early years provision

Unique reference number	EY394063
Inspection date	08/11/2010
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 adult daughter in a three bedroom terraced house, which is situated in Walthamstow in the London borough of Waltham Forest. Her daughter works with her as her assistant. The whole of the ground floor of the childminder's house and the first floor bathroom/toilet are used for childminding purposes and there is a fully enclosed garden for outside play. Access to the premises is via a step at the front door.

The childminder is registered to care for a maximum of five children under the age of eight at any one time. She currently has two children in the early years age group on roll. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is able to support children with special educational needs and/or disabilities. She has no pets. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for by a caring childminder who has a good understanding of children's individual requirements through the positive relationships she has with the parents. This ensures that information is exchanged regularly to foster continuity in children's welfare and development. The childminder plans a good range of activities and experiences which children happily engage in. Consequently, they make good progress in relation to their starting points. The childminder is currently exploring ways to ensure that self-evaluation plays an integral part in her practice to further improve the provision and 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 the current system of planning and assessments to ensure that children's profiles are individualised, observations are linked to the six areas of learning and next steps for individual children's learning are clearly identified
- develop further the use of self-evaluation to encourage a culture of reflective practice and identify aspects of the childcare provision that require further improvement

The effectiveness of leadership and management of the early years provision

The childminder supports safeguarding in her provision through effective systems, underpinned by clear policies and procedures. She checks and records the identity of all visitors and has well-organised systems to ensure that adults living in her home have up-to-date checks and remain suitable. Risk assessments for the premises and for outings are clear and detailed to ensure that hazards are identified and minimised; rigorous daily checks further improve children's safety. The childminder organises space and play resources effectively to meet children's needs. She has a good understanding of children's individual abilities and this enables her to provide play experiences and activities to support each child's growing skills. The childminder is committed to including and supporting all children. Resources contain some positive images of society and help to promote children's understanding of the wider world.

The childminder is beginning to develop her use of self-evaluation to accurately identify the strengths and weaknesses in her provision and provide achievable plans to drive improvement, for example, she has booked to attend refresher training courses in safeguarding and in food hygiene and she plans to develop an outdoor messy play area. The childminder has good relationships with parents; she gathers clear information from them so that she knows about children's individual interests and needs and can provide consistency of care. Parents are provided with a welcome pack containing copies of the childminder's policies and procedures and positive written feedback demonstrates their high regard for the childminder and the service she offers. Comments include that her home provides 'a lovely environment for little ones'. Liaison with staff at other provisions attended by the children further promotes consistency and continuity of care.

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

Children are happy, relaxed and busily occupied in the childminder's home. They confidently approach the childminder and her assistant for support and clearly have warm relationships with them both. Children are offered a good range of activities which cover all areas of learning and the childminder interacts very well with them as they play, for example, she encourages their communication skills and imagination as she talks to them about what they are doing, asking open-ended questions such as 'What are you making?'. Young children are interested in the resources and concentrate well for extended periods of time, for instance, rolling and shaping the dough and making different food items, such as a pancake and an apple, turns into a tea party, organised by the children themselves. The childminder supports children in their early problem solving skills by encouraging them to develop their counting, shape and colour recognition as they play with the dough and home corner equipment. Young children have grasped the concept of counting from one to 10 and demonstrate this as they point to the different cups and count with no difficulties.

Children's personal, social and emotional development is progressing well. They are friendly and sociable and receive lots of praise and affirmation for their good behaviour and achievements. Children enjoy their independence and are supported in this, for example, when they try to put on their own shoes and coats to go and play outside. Even very young children are learning to say 'please' and 'thank you' and demonstrate good manners. They are encouraged to help tidy up after their activities which helps them to learn useful skills for the future. They are also learning about other cultures and beliefs as they celebrate the different festivals of light, including Diwali. Effective support is given to children who speak English as an additional language, as the childminder respects and encourages the home languages of children, while simultaneously encouraging their development of English. Parents comment very positively on the improvement in their child's understanding of English through attending the setting.

The childminder is beginning to use her growing knowledge of the Early Years Foundation Stage and has made an encouraging start with her observations of the children in her care. She demonstrates a good understanding of the children's stages of development and what to provide in order to help them progress to the next stage. However, observations are currently kept in a central folder and they do not contain links to the six areas of learning or plans for children's next steps. This results in the record of children's learning and development not being fully captured in their learning profiles. Nevertheless, they are clearly making good progress towards the early learning goals. Effective systems are in place to support children in developing a healthy lifestyle, for example, they receive healthy snacks and meals, such as fresh fruit and vegetables, scrambled eggs, fish pie or pasta and enjoy opportunities for physical exercise and outdoor experiences in the fresh air. The childminder works in partnership with parents, gains information relating to dietary requirements and ensures that these are met. The childminder's home is clean and well maintained. Children are able to feel safe through the warm relationship they have with the childminder and they are also learning the importance of keeping themselves safe through routine activities, for example, they practise the emergency evacuation procedures and are becoming aware of what to do in the event of an emergency.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3
The effectiveness of partnerships	3
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	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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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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