

Inspection report for early years provision

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Inspection date	09/11/2010
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.

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 and two children aged eight and 11 in a three bedroom semi-detached house, which is situated in Chingford in the London borough of Waltham Forest. The whole of the ground floor of the childminder's house, one bedroom and the bathroom/toilet on the first floor 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 six 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 a pet cat. 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 generally safeguarded well in this homely and inclusive setting. They are very happy and settled in the childminder's care. Their individuality is respected by the childminder, who has a good knowledge of each child's needs and interests. Children enjoy participating in a wide range of exciting activities and make good progress in their learning and development. The childminder demonstrates a good capacity for continuous improvement through informally identifying areas of strengths or weaknesses and attending additional training events to gain further knowledge of how to improve her practice.

What steps need to be taken to improve provision further?

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

- improve the recording of risk assessments by ensuring they consistently include the date and the name of the person carrying out the assessment
- update the complaints policy and procedure to ensure that it contains contact details for Ofsted
- 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
- ensure that observations of the children are consistently dated in order to make them more meaningful

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding about safeguarding children and has attended training to update her knowledge. She has a written policy and procedure in place which she shares with the parents to ensure they understand her roles and responsibilities. The childminder understands the process to follow should she have concerns about children in her care, and has the necessary contact information for outside agencies. All adults living on the premises have had checks carried out to ensure they are suitable to be in contact with children. The childminder holds a valid first aid certificate and ensures the relevant documentation is available in the event of an accident. Risk assessments have been carried out for the childminder's home, garden and for outings; appropriate measures have been implemented to minimise any hazards. However, written risk assessments do not currently include the date of the check and the name of the person carrying them out.

The childminder works closely with parents to meet children's individual needs. She encourages a two-way exchange of information through daily discussions, diaries and the sharing of progress files. Documentation, policies and procedures are shared with parents and are generally very informative, although the childminder's complaints policy does not currently include contact details for Ofsted. Questionnaires are completed by parents to obtain their views about the provision. They make positive comments about the childminder and her provision. For example, that she is 'reliable, kind and trustworthy', 'she spends many hours encouraging children to learn and communicate' and 'she introduces children to lots of new environments and experiences outside the home'. The childminder is aware of the importance of sharing information with other agencies and providers who are also involved with the children in her care.

The childminder demonstrates commitment to continuous improvement and is enthusiastic in her role. She is motivated to continue making changes that improve outcomes for children. Although she has not yet completed a formal self-evaluation, she has an accurate picture of her strengths and areas for development and maintains a clear vision for the future. For example, she feels that she works well to provide a loving environment and worthwhile activities for the children and plans to attend relevant training courses to improve her knowledge. Children make good progress in their learning and achieve well because the childminder makes good use of resources. Her home is welcoming and inclusive. Resources, which include some positive images of diversity, are well organised and accessible, enabling children to self-select materials and initiate learning.

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

Children play in a welcoming and child-friendly learning environment. They are confident in the childminder's care as they freely choose what they want to do and

spend time forming strong relationships with the childminder and each other. They enjoy meeting other children at local community groups, where they benefit from wider learning experiences. The childminder demonstrates a good working knowledge and understanding of the Early Years Foundation Stage and how to promote children's learning and development. As a result, children make good progress towards the early learning goals, given their capability and starting points. Their progress is well promoted as the childminder plans purposeful play opportunities covering all six areas of learning, both indoors and outdoors. She has effective systems in place to track children's progress and to identify the next steps in their learning, and maintains an observation folder for each child in the Early Years Foundation Stage. Observations are well focused on specific activities, but are not currently dated, which has an effect on how meaningful they are.

Young children's language is developing very well. They love looking at books either on their own or with the childminder. They point to the text, clearly understanding that print carries meaning and that symbols represent words and letters. Some of the children turn the pages of large books, pretending to be reading their newspaper, whilst others learn early problem solving skills as they count and name the different colours of objects in books with the childminder. Children are able to grasp quite complex concepts with support. For example, they count how many ducks are in a picture and then narrow this down to count how many of them are swimming. They are beginning to learn more about the world they live in as they complete the weather chart and discuss climate and the changing seasons. They also access simple technology, for example, when using an interactive, touch pad book. Children are creative and use their imagination well, for example, as they role play going shopping with the shopping trolley and play food.

Children's personal, social and emotional development is fostered in a number of ways. For example, they use a 'Feelings' chart to explore how they are feeling today. One child decides they are feeling sleepy and the other is feeling silly. They then go on to talk about what makes them feel happy. The childminder helps children to show consideration for others as part of the daily routine, as she gently reminds them to share and take turns. All children are included in the games and activities, according to their age and abilities, and each individual is made to feel special and their successes are celebrated. When children sometimes present challenging behaviour, the childminder deals with it effectively. This is because the strategies she uses, such as explanations, distraction and time to reflect on their behaviour are appropriate for the ages and levels of understanding of the children who attend. She gives praise and affirmation when the children are kind to one another and behave well and this supports their developing understanding of right and wrong.

The childminder uses good strategies to help the children to be healthy and to promote their well-being. She ensures that they have nourishing and varied meals and snacks and that they can easily access drinking water whenever necessary. Meals provided by parents are stored and prepared according to their wishes and any special dietary requirements are respected. Children have many opportunities to exercise in the fresh air as they participate in outings, walks and outdoor play and this is very good for their physical development. The childminder encourages

the children to follow good hygiene routines, such as washing their hands before eating. She works in partnership with parents when children are being toilet trained in order to achieve optimum results. The childminder takes appropriate steps to prevent the spread of infection. For example, she adheres to a suitable sick children policy, encourages the children to wipe their noses with tissues, to cover their mouths when they cough and provides them with individual towels to use when they wash their hands. When they are out walking, the childminder talks to the children about road safety in age-appropriate ways.

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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