

Inspection report for early years provision

Unique reference number	EY280657
Inspection date	13/10/2010
Inspector	Natasha Parsons

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 2004. She lives with her family including her children aged four and six years in Woodford Green in the London borough of Redbridge. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Children play downstairs and have access to an enclosed garden. The childminder is registered to care for a maximum of two children under eight years at any one time, no more than two may be in the early years age range. She currently has two children on roll in this age group. The childminder uses local facilities and is member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Good quality knowledge of each child's needs ensures that children's welfare and learning needs are effectively met. Children are kept safe and secure; they are settled and enjoy their time in the setting. The effective partnerships with parents successfully ensures the needs of all children are met and children make good progress, given their age, ability and starting points. Efficient self-evaluation undertaken by the provider ensures that priorities for development are identified and acted upon. This leads to a provision that is continually developing and which responds to user needs.

What steps need to be taken to improve provision further?

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

- ensure children have the opportunity to be outside on a daily basis all year round, and where possible link the indoor and outdoor environments so children can move freely between them

The effectiveness of leadership and management of the early years provision

The childminder has effective procedures that ensure children are safeguarded and that action is taken quickly if there are concerns. The childminder's documentation and children's records are accessible, well organised and regularly updated to reflect changes. She holds a suitable first aid qualification and is currently attending training before it expires. Children are kept safe in a secure, welcoming and well planned home. The childminder supervises children closely at all times and completes risk assessments for the home and outings. This minimises possible

risks and supports children's safety well.

The childminder has participated in extended early years training and this informs and further develops her practice. She shows commitment to providing an effective service so that outcomes are good for all children. She plans to improve her service further, such as through the development of her garden for outside play, and continues to develop her resources to meet the care and development needs of all children.

The childminder develops effective partnership with parents. They continually exchange information through discussions and written diaries. She provides parents with good quality information about the setting and encourages them to share information about their children to help her support their individual care and developmental needs; for example, sleeping and eating requirements. The childminder seeks feedback from parents, such as through questionnaires, and parents comment that they are very happy with the service. The childminder knows to establish wider partnerships when appropriate, such as with other provision children attend. She supports children and families as she takes children to health appointments. The childminder's service is accessible to all families; she recognises differences and reflects diversity within the available resources, providing an inclusive environment.

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

Children make good progress in their learning and enjoy their time with the childminder. They are happy, motivated and benefit from the individual attention they receive. Children are settled according to their individual needs and parents are involved in this transition. The childminder plans her home and resources well, she supports children in their play as she sits with them and offers continuous supervision and guidance. Children are curious and actively explore the safe environment and equipment. The day is well planned to meet children's individual care needs such as for sleeping and eating and reflects their home routines. This further helps children to settle, be happy and make progress.

The childminder is calm and gently spoken. She supports children in their learning and uses observation, assessment and planning effectively. She extends the children's learning well through the use of local community groups. She responds to what interests and motivates children; for instance, when children are curious about reflective materials she develops their learning through further exploring light and using books. Children behave well supported by the childminder, who acts as a good role model. She acknowledges children's achievements and praises them for their efforts, which promotes their good behaviour.

Children have space to move and practise their physical skills as they crawl and pull themselves up to stand. They stack bricks and develop skills as they push buttons on the computer. The childminder identifies the need to extend the use of the garden in order to further develop children's physical experiences. Children's

language and love of music is promoted as they listen to rhythms and the childminder talks to them and reads books. They learn about diversity and the wider world through outings into the community and use of resources such as musical instruments.

Children benefit from a set mealtime before resting. They enjoy their food and have the opportunity to develop independence skills as they eat finger foods. Mealtimes are relaxing and a positive experience. Routines around nappy changing and the hygienic environment further promote children's good health.

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	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

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	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