

Inspection report for early years provision

Unique reference number	EY335569
Inspection date	02/12/2010
Inspector	Rufia Uddin
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

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

© Crown copyright 2010

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 partner and two children aged nine and six years in a house in Walthamstow, in the London borough of Waltham Forest, within walking distance of local schools, shops and parks. The whole of the downstairs area of the property is used for childminding, plus an upstairs bedroom as a sleeping area, and there is a garden available for outside play. The childminder is registered on the Early Years Register and the compulsory and the voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of five children under eight years, three of whom may be in the early years age range. The childminder is currently caring for three children in the early years age range who attend on a part-time basis. She also offers care to children aged over eight years.

The childminder attends the local toddler group, and takes children to the local library, park and shops. The childminder is a member of the National Childminding Association (NCMA), and is also a member of the Evergreen network and a support minder. The childminder also helps to run Mucky Pups Messy Play and a toddler group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individuality is recognised and nurtured by the childminder who has knowledge of their needs and requirements. The childminder supports children's learning exceptionally well and they are making very good progress in their development. The childminder provides a learning environment that promotes positive behaviour and encourages children to make independent choices. The childminder maintains written documentation well, including policies, procedures and child assessment records. The childminder has started to reflect on her service and shows a good capacity to improve the provision for children. The childminder has successfully addressed the recommendation from the last inspection.

What steps need to be taken to improve provision further?

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

- ensure garden is fully enclosed to promote children's safety
- further develop complaints procedure, and include relevant timescales for investigation

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively. The childminder has a secure understanding of her responsibility to safeguard children. She has a good awareness of the signs and symptoms to look out for, and the correct procedures to follow if she has a concern about a child. Written policies and procedures on safeguarding children are in place, including what to do in the case of an allegation being made against the childminder or a member of her family. Responsibilities towards safeguarding children are highlighted to parents through the policies and procedures the childminder shares with them. There are clear systems in place that record any items of concern, with written guidance and emergency contact numbers are kept for easy access. Children continue to be safeguarded from harm through their play as the childminder ensures good supervision. Children's safety is promoted because the childminder has completed detailed risk assessments which cover all areas of the environment. These contain details of when they were conducted and reviewed. All adults are suitably vetted and visitors are never left alone with children. The childminder has put in place necessary precautions to ensure children are kept safe at her home. The front door remains locked whilst children are present. A visitors' book is used. The garden is not fully enclosed as fencing is missing on one side, however the impact on children is minimised by careful supervision. Children's wellbeing in an emergency situation is promoted because regular fire evacuations are practised with children and the childminder has an up-to-date first aid certificate.

The childminder provides a welcoming, effectively organised environment that helps children progress extremely well towards the early learning goals. Space is organised attractively. A very good range of good quality, and stimulating resources and activities are made inviting and easily accessible for all children. Almost all of the required documentation regarding the Early Years Foundation Stage is in place, confidentially is maintained and documents are stored appropriately. The childminder has completed observations and has identified children's starting points and next steps, and these are fully linked to the general planning of activities to ensure children's individual learning needs are fully addressed. Photographic evidence supports written observations of the children's attainments and activities which allows parents to enjoy clear images of their children's experiences. Photographs include children's visits to the fire station and singing sessions at the local toddler group. Children benefit from access to a wide selection of good quality, age appropriate toys and furniture that meets their needs. For example, a child-size table and chairs allow them to sit, play and eat comfortably.

Children's understanding of diversity is promoted through activities linked to special events and cultural festivals, such as Diwali and Chinese New Year. The childminder also helps to increase children's awareness of the wider world and the society in which they live through discussions, stories and the use of a range of resources. Positive images of different people in society are represented in children's play equipment. Children begin to find out about difference as they share books about all kinds of people and beliefs. Children start to share

responsibility for their environment as they help to tidy away toys. The childminder was able to demonstrate an understanding of how to support children who have special educational needs and/or disabilities. Children who speak English as an additional language are supported well, for example the childminder learns a few key words of the children's first language to help her understand what children say and need.

The childminder has good relationships with parents, is open and supportive, and respects confidentiality. She ensures she works closely with parents to ensure the care she provides meets the children's needs and consistency is maintained between home and herself. The childminder makes written policies and procedures available to parents; this helps to ensure the efficient and safe management of the provision. Parents are provided with helpful information about the setting and they are invited to contribute what they know about their child's needs and interests when their child first starts to attend. This identifies starting points and helps to focus on children's individual needs. Parents provide information about their child's care needs, including their specific dietary requirements, which the childminder caters for. Daily diaries, regular texts, and conversation at drop off and collection time are used to share information about the child's day with parents, and scrap books of older children's work is available for parents to see. Children benefit because the childminder has established links with other providers, such as the local nursery, to promote a collaborative approach to children's learning. Recent parents' questionnaires indicate that parents are very happy with the care provided and how quickly their child has settled with the childminder. Parents comment on the good quality of activities provided and how caring the childminder is. The childminder has started to evaluate her service and identified some areas for improvement. She has addressed the recommendations from her last inspection and demonstrates a commitment to improvement. The childminder has a complaints procedure although it is not a detailed complaints policy, for example it does not yet include relevant timescales when investigating complaints.

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

The childminder is enthusiastic and works with a good understanding of children's individual needs, which means that their learning and welfare needs are met effectively. Children settle quickly and enjoy playing in a well organised child-friendly setting as they access interesting play opportunities. Children are able to make choices and the childminder supports their independence at all times. The childminder uses effective partnerships with parents and other settings to support children's learning and development. A reflective approach to her work gives the childminder an understanding of what she does well and what she may want to develop. This ensures that the provision improves and outcomes for children are enhanced.

The childminder has an exceedingly secure understanding of the learning and development requirements. Consequently children thrive in the well organised environment where learning opportunities meet their individual needs. The

childminder has very detailed observation and assessment records in place which are all linked to the Early Years Foundation Stage. She uses these to record and monitor children's development, to plan for their next steps of learning and to provide ongoing feedback to their parents.

Activities are planned and then adapted to meet the needs of each individual child attending, ensuring that they have the opportunity of reaching their full potential. Children's interests are included in planning. The childminder observes the children's individual learning, and records their development in their learning journey folders. Observations are consistently recorded for all areas of learning and next steps are accurately identified. Children benefit because the childminder utilises the information she has obtained from observations to challenge and extend children's learning as they play.

Children develop their knowledge and understanding of the world. For example they plant seeds, and learn that the sun and water will help them to grow into cress. Activities are used by the childminder to help children develop their counting skills and recognition of colours and shapes. For example the childminder makes dough with the children, and they discuss weights and quantities. The childminder skillfully develops children's language skills and understanding of mathematical concepts with activities. Children count during everyday activities when helping with their snack. They count cups, pieces of fruit and the plates. Children play matching games and stack cups and bricks. They learn to use an abacus, fasten buttons and tie shoelaces. The childminder develops children's language skills through conversations and questioning, they readily use mark-making resources and have good opportunities to enjoy books or reading materials. The childminder skillfully develops children's language skills. Children's speech and language development is supported from an early age through repetition and rhymes. Children learn to name simple objects in their environment and through looking at books. The childminder listens to what children have to say and extends their thinking and learning through open-ended questions. Children love stories and listening to story tapes. Children develop skills that will benefit them in the future. They access information and communication technology equipment, for instance, they use a mouse competently and know how to use a digital camera. Younger children are also developing skills for the future such as learning to share and take turns, and develop early technology skills as they work out which button to press to make toys and games work. Children have very good opportunities to develop their imagination. They play whilst making a snowman in the garden. Children have access to a wide range of play resources designed to promote their understanding of equality and diversity and the wider world including dolls, puzzles, music, posters and books. Children explore their local community as they go for walks and visit the park. Children enjoy messy play, outdoor play experiences and mix with other children in drop-in-centers.

Children benefit immensely from the many opportunities to participate in physical activities, both in the childminder's home and garden and through the different groups they attend. Children's physical development is promoted as they play using bikes, trikes and the slide and swing in the garden. Regular visits to the local park and children's groups give children further opportunities for more energetic play where they can develop their physical skills through climbing and running pursuits. Children's health is promoted as the childminder has a good

understanding of health and hygiene policies when storing, preparing and serving meals and snacks to children. Drinking water is freely available to ensure that children remain hydrated. Individual dietary requirements are respected and written information is obtained. The childminder has informed parents about the food she provides. Children are encouraged to wash their hands before meals and after using the toilet and they use individual hand towels which help to prevent the spread of infection. Meal and snack times are social occasions where the children sit together with the childminder. Their dietary needs and likes and dislikes are taken into account as they are provided with fresh fruit and vegetables, milk or juice. As a result, children are encouraged to develop a positive attitude towards living a healthy lifestyle.

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	1
--	---

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	1
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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----