

Inspection report for early years provision

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Inspection date	31/01/2011
Inspector	ISP Inspection
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 2008. She lives with her nine year old son in Leytonstone within the borough of Waltham Forest. With the exception of the master bedroom all other areas of the childminder's ground floor flat is used for childminding purposes and there is an enclosed communal garden available for outdoor play. The family have guinea pig.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than three may be in the early years age group. She is currently minding three children in this age group who both attend on a part time basis. She also cares for children age over five years before and after school. The childminder takes children to local toddler groups and parks. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder demonstrates a good understanding of the Early Years Foundation Stage requirements and as a consequence these children are making good progress towards the early learning goals. The childminders effective organisation of resources; procedures and most relevant records fully promotes children's welfare. Established partnerships with parents and regular links with practitioners and other childminder contribute considerably to children's care and learning. Equality and diversity is consistently promoted so that all children's needs are well catered for. The childminder's good use of self assessments and her initiative to acquire up to date information demonstrates that she has the capacity to continuously improve 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:

- update the record of the risk assessment to include any assessments of risks for outings and trips
- regularly identify the next steps in children's learning and development and use this information to inform planning so that children are consistently challenged in all of the six areas of learning.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a good understanding of her responsibilities with regards to protecting the children in her care. She is fully aware of the signs and symptoms of abuse and neglect and has kept her knowledge up to date through attending training. Also the childminder takes steps to protect children from non-vetted visitors to the home as she monitors visitors when they are on the premises and keeps a record of their attendance. These procedures help to safeguard children. The premises are well maintained, safe and secure. Regular indoor and outdoor assessments are conducted and enable the childminder to actively minimise potential hazards to children indoors and the communal play area. While the childminder is able to demonstrate how she manages children's safety when out on trips it is not included in the record of the risk assessment.

The childminder holds a current first aid qualification that enables her to deal with children's minor injuries appropriately. Policies, procedures and most necessary records are in place and used effectively to promote children's welfare, safety and welfare whilst at the setting. The childminder deploy resources very well. They are good, varied and supports children's learning and development. She uses an inventory toys list to check the appropriateness and maintenance of toys and equipment with full regard to children's age and stage of development. The childminder promotes inclusion practices as she recognises each child's different abilities and meets their individual needs within the daily routines. There are a range of resources, activities and images that help children to gain a positive view of diversity.

The childminder has established good relationships with parents. They are kept fully informed their child's wellbeing and progress through daily discussions, information recorded in a diary and sharing children's observational assessments. The availability of a welcome pack with written policies and procedures ensure that parents are made aware of the childminder's responsibilities. Parents are invited to contribute their views about the setting and there are also positive written comments from parents about the care that the childminder provides for their children. Good links with the nurseries that children attend are developing and aids children's learning and development. Also, the childminder has established links with other childminders, which benefits the children in her care. She attends training courses and carries out research through the use of books and websites to keep up to date with childcare practices. The childminder uses a self assessment system to help her evaluate her practice and she is able to identify priorities to continue to improve the outcome for children.

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

Children are very settled and happy in the childminder's care. The childminder knows the children well because she obtains necessary information about

children's background; development and care routines from home. As a consequence of this, children's individual needs are consistently met. All children benefit from receiving good support from the childminder, which helps them to feel emotionally secure and develop confidence. In addition to this, children begin to develop positive self esteem because the childminder gives children lots of encouragement during play and praises their attempts, for example, when they help to bricks back into the boxes at tidy up time. Resources are stored at levels that all children can reach. Young children independently access toys when they need to and know which book box contains books that are appropriate for their stage of development. Children demonstrate that they are able to make choices about their play.

The childminder regularly records observation of children's achievements in each of the six areas of learning and generally identifies the next steps in children's learning in order to help move children onto the next stage of their development. However; this is not always consistently applied over a period of time, which means that at times there may be missed opportunities to challenge children's learning and development. In spite of these shortcomings, children are making good progress. Photographs and samples of children's work are also used to track children's progress and to share with parents. Children's communication, language and literacy skills are developing well through conversations; short stories and rhymes. Children develop an interests in mark making as writing tools and materials, such as, crayons, pencils and paint brushes are made available every day. Labels on storage crates and on walls help children to become aware that print carries meanings. The childminder encourages children's early counting skills by supporting them as they learn to count the number of toy cars they are playing with and the bead on the abacus. She also supports younger children to develop early problem solving skills as they learn which shapes to put in the correct holes in the shape sorter. Young children are provided with toys and equipment that promotes their learning and curiosity. They particularly enjoy playing with a varied range of activity sets that plays musical songs and make sounds when buttons are pressed. Young children are beginning to explore and discover objects within the setting. Effective use of outdoors, including trips to the park and the local farm helps to children to understand about the features of their environment, such as road safety crossings and living creatures. For example, children help to feed the ducks and observe a range of farm animals.

Good systems are in place to support children in developing a healthy lifestyle. For example, children learn the importance of good personal hygiene and supported to wash their hands after using the toilet, handling the pet guinea pig and before eating meals. Children receive healthy and nutritious snacks and meals and they enjoy lots of opportunities for physical exercise and outdoor fresh air. The childminder help children to learn how to keep themselves safe through discussions about not talking to strangers when out on trips; they learn the green cross code from the childminder's good example and though the use of musical songs based on road safety. Additionally, children have regular opportunities to participate in fire drill practises, enabling them to learn how to evacuate the premises quickly and safely 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	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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