

Inspection report for early years provision

Unique reference number	EY410675
Inspection date	10/11/2010
Inspector	Sharon Henry
Type of setting	Childminder

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E: enquiries@ofsted.gov.uk
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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 registered in 2010. She lives in Walthamstow, in an area of the London borough of Waltham Forest. She is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The childminder uses the whole of the ground floor of the premises for childminding purposes. There is a secure outdoor area for outside play. The childminder may care for a maximum of three children in the early years age range. She is presently minding one child in this age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a safe, secure and inclusive environment and promotes children's welfare and learning appropriately. She generally meets their individual needs and provides a broad range of interesting learning opportunities, enabling children to make good progress overall in their learning and development. The childminder is beginning to monitor her practice effectively to assess her strengths and areas for improvement. She is committed to enhancing her service for children and families to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- develop systems of self-evaluation further to promote continuous improvement in the provision for children's welfare, learning and development
- continue to develop the system for planning and assessing children's development and their next steps towards the early learning goals.

The effectiveness of leadership and management of the early years provision

Children's welfare is enhanced because the childminder has a good understanding of child protection procedures obtained through recent training. She is fully aware of her duty to record and report any concerns. Regular risk assessments of all areas and safety equipment, such as smoke alarms on all levels of the home, ensure potential risks to children are minimised.

Children are able to feel comfortable, secure and at ease with the childminder. She takes positive steps to make her setting inclusive and promote equality and diversity appropriately. All children are included in the play opportunities and the childminder promotes non-stereotypical activities. The effective deployment of

resources means that all children have a well-organised space in which to play, eat and rest. They are able to easily access the activities that are on offer, as they are stored within children's reach.

The childminder establishes good relationships with parents and encourages two-way communication in order to share information effectively, supporting children's care and learning. Valuable information is gathered at the beginning of each child's placement, ensuring that the childminder knows children's interests and home routines. For example, the childminder asks parents to complete an 'all about me' sheet, which provides basic information on children's interests, needs and preferences. This approach effectively supports children's continuity of care.

Clear policies and procedures are in place and are provided to all parents within a welcome pack when their children first start to attend. This ensures that parents are aware of the routines, activities and procedures to be followed and helps to develop effective partnerships with parents and carers. The childminder ensures that her knowledge and understanding of current childcare initiatives is up-to-date by attending regular training courses and network meetings. This enables her to make improvements within the provision for the children who attend. To date, however, the childminder reflects on her practice, but does not identify all areas for development within the setting.

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

Children are cared for in a warm and welcoming home, where space and resources are organised well to meet their needs. The childminder has a sound understanding of the Early Years Foundation Stage and implements this well. As a result, children are making good progress in their learning and development overall. Systems for observation and assessment are in place and reflect the six areas of learning. The childminder is beginning to identify their next steps, but has yet to follow this through in her planning. Activities and experiences are planned around children's daily routines and are mainly child-led through their interests on that day. Daily routines are inclusive and effectively support children's learning by including trips to local parks and toddler groups. This enables children to develop social interaction with other children and learn about their local community. Children are continuing to develop their understanding of the wider world through discussion, although the range of resources to promote positive images is not yet fully developed.

Children use their imagination well as they engage in role play activities. They have fun pretending to sweep up using the dust pan and brush and pushing the 'baby' in the buggy. Through activities such as modelling dough, building construction designs and making art and craft activities, children gain first hand experiences and are able to develop their skills for the future. The childminder supports language development in young children well by talking about what they are doing and repeating what children say. Children have easy access to a good range of books and enjoy reading stories with the childminder. She is in tune to the individual

needs of the children and provides appropriately, for example, younger children enjoy exploring using their mouth, so the childminder provides a cornflake and jelly activity for them.

Children are encouraged to adopt healthy lifestyles through the childminder promoting healthy eating and providing regular fresh air and exercise. They benefit from nutritious, balanced, home cooked food the childminder provides. She supplies a variety of meals and snacks throughout the day and ensures they include a variety of fresh fruit and vegetables.

Children are settled and they show good levels of confidence as they relate well to the childminder. She continually talks to the children as they play, forming simple conversations with them, helping their developing communication skills. Children learn to recognise when they have done well, because the childminder acknowledges their achievements. The childminder is a good role model, and through positive interaction and conversation, children learn the expectations for good manners and individual behaviour. The childminder manages children's behaviour consistently as she takes into account the age and understanding of each child. For example, minor issues are ignored and praise is used effectively to promote acceptable behaviour.

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	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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