

Inspection report for early years provision

Unique reference number	EY242481
Inspection date	25/01/2011
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.

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 2003. She lives in Highams Park in the London borough of Waltham Forest. Children have use of the living room; play room and upstairs toilet and bathroom. There is access to a secure garden for outdoor play.

The childminder is registered to care for a maximum of four children under eight years at any one time, no more than one may be in the early years age range. The childminder is registered on the Early Years Register, compulsory and voluntary parts of the Childcare Register. She is registered for a total of six children, of whom three can be in the early years age range. She is also registered to work with an assistant. She has 10 part-time children on roll under the age of eight; four of these children are in the early years age range. She is a member of the National Childminding Association (NCMA).

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Knowledge of each child's needs ensures that children's welfare and learning needs are mainly met. Children are kept safe and secure; they are settled and enjoy their time in the setting. The partnerships with parents is sound ensuring the needs of all children are generally met and children make steady progress, given their age, ability and starting points.

Evolving self-evaluation undertaken by the provider ensures that priorities for development are being identified and acted upon, resulting in provision that responds to user need.

What steps need to be taken to improve provision further?

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

- provide children with healthy snacks to promote their good health
- plan to make systemic observations of children to use in planning to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs

The effectiveness of leadership and management of the early years provision

Children are safeguarded and protected. The childminders knowledge has been increased through recent training. She knows what action to take if she has concerns and has an appropriate policy that would be implemented and followed to ensure children's welfare is promoted. Effective risk assessment in the home

and on outings ensure risks are identified and minimised, safety modifications including socket covers, safety gates and secure premises promotes children's safety. Children are closely supervised in the home, and on outings while still being able to develop independent skills, which aids confidence in their abilities. All required safeguarding records and policies are in place which further protects children.

The home is well organised to promote children's learning and enjoyment, resources are arranged so children can self select, and equipment is utilised appropriately. They play in the downstairs of the premises in a well organised and inviting playroom where children's art work is displayed helping children to feel valued and included. Materials reflecting diversity include books, figures, dressing up clothes and children's understanding of diversity is further promoted when the childminder acknowledges and celebrates different festivals. Parents share their own cultural and religious background within the setting. They are provided with daily information about their child and their ongoing progress, the childminder offers long term placements, often caring for siblings this provides children and parents with continuity of care and security. Partnerships are being developed with the local nursery, and the childminder is in receipt of their curriculum and includes this in her planning.

The childminder has begun the process of evaluation, and has begun to reflect on her practice to identify improvements and considerations. Her knowledge of the Early Years Foundation Stage (EYFS) is being developed through study and training, she now uses the framework with growing confidence and is aware of its relevance in meeting requirements. She has identified improvements and has a clear vision about how her service could be further developed to improve outcomes for children.

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

Children are making satisfactory progress; they enjoy their time and move with confidence within the setting evolving limited observations and assessment are being used and contribute to the planning process, helping to identify what children enjoy doing. The childminder does not plan when she will observe children and this means observations are spasmodic and lack continuity she is committed to address this. A good range of materials and activities ensures there is play experiences for all the areas of learning and enable children develop skills for the future. .

Children have positive relationships with the childminder, her assistant and their peers. They have access to a range of activities and experiences and the day is planned so they spend time undertaking individual, group and adult led activities The daily routine meets their care needs, when for instance, children have their lunch after returning from nursery and have time to recuperate ready for the afternoon. Children are consulted and activities are set up to meet their requests, they have many opportunities to use their language and reasoning skills as they

organise and plan an imaginary 'birthday party' they engage in imaginary play when they pretend to knock at the door, arriving for the party and develop number skills when they blow out the candles on the cake.

They learn about taking turns, and being considerate to others through play and their behaviour is good, the childminder models positive, encouraging behaviour and this is reflected in the co-operative and trusting relationship children have with her and their peers. Children have opportunities to develop their knowledge of the world around them when they visit local parks, farms, ice skating rinks and the forest, these activities also support children's physical skills and promote their health when spending time outside in the fresh air. Children learn about the changing seasons when they collect fallen leaves and use them in their art work, the childminder has future plans to develop children's knowledge of nature through planting and growing. Many opportunities exist for children to develop their physical skills, including bats and balls, scooters, trampolines, slides, dance and skipping ropes there are also activities for the older children for instance football, and tennis.

Children learn about good hygiene when they wash their hands after being outside and before eating, they are provided with water to drink and this helps to preserve dental health. Children are provided with main meals, and snacks and a menu is produced for parents information, however not all food offered is healthy and to ensure children's ongoing good health the childminder is committed to address this.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
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	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
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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