

Inspection report for early years provision

Unique reference number	156204
Inspection date	10/02/2011
Inspector	Lynn Palumbo
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 2011

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 1993. She lives with her husband and two adult children in a house in Leytonstone, in the London borough of Waltham Forest, within easy walking distance of shops, parks, nurseries and schools. The whole of the ground floor is used for childminding. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children under eight at any one time. There are currently five children on roll, two of whom are in the early years age group. They attend at different times of the week. The childminder is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association. She walks to local nurseries and schools to take and collect children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder successfully promotes most aspects of the Early Years Foundation Stage framework requirements within a suitable and fully inclusive environment and children are adapting to a healthy lifestyle excellently, as a result they are happy, secure and settled. The childminder develops positive relationships with parents, which contribute well to children's welfare and learning needs being met. The childminder has effective systems of self-evaluation and is able to ensure her provision develops continuously

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- make a record of risk assessments clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Premises, environment and equipment)
- 24/02/2011

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

- update the record of risk assessment to include any assessments of risks for all outings and trips

The effectiveness of leadership and management of the early years provision

The childminder has a clear knowledge about child protection procedures and knows where to make referrals. She has an up-to-date first aid certificate. This ensures, if the children have any accidents or any concerns arise about the well-being of children, that correct procedures are followed. Although the childminder has good knowledge of hazards to children, a written record of risks for her home and garden is not in place. This is a breach of requirements. In addition, a written record of all outing is not evident.

This does not ensure any potential hazards are promptly identified and minimised within all areas of the home, garden and all outings. The childminder obtains parental consent for outing's, and emergency medical advice and treatment for all children in her care. An effective medication procedure and medical policy is also in place. The childminder maintains safeguarding records, for example, she has a record of children's hours of attendance and records accidents accurately. A fire plan is in place and regular evacuations are held. The childminder shares all her policies and procedures with parents at the outset to ensure they are well informed.

The childminder has designed an effective layout of good quality toys and resources in the home and garden, to ensure children can access these easily. The childminder also makes good use of the recreational services within the community, for example, the local church, drop in centres and library. This ensures children's learning and development is enhanced and feeds into the continuous improvement of her provision.

The childminder demonstrates that she has excellent knowledge about children's welfare and family background. For example, she is fully aware of children's health, dietary and care requirements, such as the signs and symptom's of allergies, sleep routines and the stage of weaning. Children are provided with an outstanding range of resources that foster an awareness of diversity in society, for example, they learn about different cultures. In addition, children also learn about the negative affects of racism. The childminder's systems of self-evaluation are effective and she has identified areas for development, for example she has addressed all recommendations raised at the previous inspection. In addition, she has attended a wide range of training course, for example, safeguarding and child protection. The childminder has plans to continue her professional development and attend a course in learning difficulties and disability.

The childminder has established strong relationships with the parents. They are informed about their children's learning and development through daily discussions, samples of their children's work, diaries and written observations. The childminder is fully aware of other professional organisations involved within the Early Years Foundation Stage. Speech therapists and other specialist workers are welcomed into the home to observe the children, if necessary, and their advice is valued. The childminder cares for children who attend other early years settings. She has established effective systems to ensure a two-way flow of information is

shared about children's learning and development.

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

The childminder has developed effective assessment systems and uses photographic evidence alongside the observations she conducts. The observations provide information about what the children have achieved and their next stage of development.

Children and babies are happy to explore the resources in the play area and they soon choose a toy or an activity. Babies quickly become engrossed in their play or creative work. For example, babies select sensory toys and become absorbed in the range of noises and textures. Children and babies speaking and listening skills are developing well. Babies enjoy selecting cloth books and exploring the texture and pictures, they also listen and enjoy when the childminder reads stories. Children's understanding of the written word is developing as they are learning to recognise their name and the letters of their name. They mark make on a variety of materials. Children and babies have a broad range of experiences to develop creatively as they manipulate modelling dough, making models, and painting. Children enjoy dressing up in costumes and role playing. Babies have a good relationship with the childminder and snuggle up into her for a cuddle. Children develop their knowledge and understanding of the world well. They make cakes, and learn about healthy eating. They learning about the characteristics of snails, this is extended when they visit the farm and learn about animal habitats. The activities chosen to celebrate children's diverse cultural backgrounds are very successful. Children make cards to celebrate Divali. In addition, they make rabbit hats to celebrate the Chinese new year. All children are encouraged to access all toys and resources regardless of their gender. This ensures children are learning about a diverse society.

Children and babies, have excellent opportunities to learn about healthy lifestyles. Babies are healthy, lifting their heads and becoming increasingly confident to sit upright with supporting cushions. In the childminder's garden, children enjoy the range of resources displayed, they ride in large cars, bounce on hoppers and learn to hit balls with racquets. At the local play group, they challenge their skills on soft play equipment. The childminder prepares nutritious and well-balanced snacks and children and babies are encouraged to take pride in washing their hands before eating. Parents provide their child's meal and they are prepared in hygienic conditions. The childminder has devised a healthy cooking book and advises parents about healthy eating. The childminder has worked hard to encourage children to eat less favourable vegetables. Overall, there are effective measures within the setting to ensure that children and baby play safely. For example, they practise fire drills and road safety. Children, including babies show an extremely strong sense of security and belonging to the setting. They are confident and enjoy playing and have a mutual respect. The childminder manages children's behaviour calmly and well. They respond positively to praise and to good role

modelling.

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	1
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
--	---

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	1
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
--	-----