

## Inspection report for early years provision

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<b>Unique reference number</b>	153651
<b>Inspection date</b>	17/02/2011
<b>Inspector</b>	Liz Corr
<b>Type of setting</b>	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 2001 and lives with her husband and three children aged seven, 13 and 15 years. They live in a house in N17 area of the London Borough of Waltham Forest. Children access the whole of the ground floor and the bathroom and toilet on the first floor. Children also have access to a fully enclosed garden. The family have a pet cat.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of four children under eight may attend at any one time, of whom, three may be in the early years age range. There are currently three children on roll in the early years age range.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are provided with a welcoming and inviting environment and are settled and happy here. Effective relationships have been developed with parents and the childminder is very aware of children's individual needs. The childminder has an effective understanding the Early Years Foundation Stage and has developed systems for observing children's progress. The childminder has begun to develop systems to evaluate her provision and is keen to continue to make improvements to her service.

## **What steps need to be taken to improve provision further?**

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

- develop further the systems for recording children's progress towards the early learning goals and continue to support parents involvement in their child's learning
- provide children with suitable equipment to reach the sink for hand washing and seating for older children at meal times.

## **The effectiveness of leadership and management of the early years provision**

The childminder has a secure knowledge of how to protect children from abuse and has devised effective policies and procedures which provide her with the appropriate steps to take should she have concerns about a child. Risk assessments are in place for both the home and individual outings. Children are able to move around the setting independently as potential hazards have been removed.

The childminder has a positive attitude towards making improvements to her service and has begun to assess her strengths and areas for improvement. One area she wishes to continue to develop is for supporting children who speak English as an additional language. She has addressed all the previous recommendations from her last inspection which has helped to improve outcomes for children. Secure systems have been developed for seeking advice and support from her local early years service.

The childminder has developed positive relationships with parents. She provides clear information about her service at the beginning of the contract so they are aware of her responsibilities as a childminder. Good communication between parents and childminder ensure that both parties are well informed of children's daily progress. The childminder has received positive feedback from parents about her service through surveys and thank you cards. The childminder demonstrates that she is aware of the importance of sharing information with other providers of the Early Years Foundation Stage to ensure continuity of care and education.

The childminder is committed to providing an inclusive environment where children are valued and included. She has good knowledge of children's needs which helps her to provide individual care for each child. For example, she uses useful systems to record their starting points when they settle into her care. Children develop a positive attitude to their own and other people's cultures as they access a variety of resources which portray positive images of the wider world.

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

Children are happy and confident in the childminder's care. They benefit from a dedicated playroom which provides them with a comfortable and interesting environment. Well organised routines and positive interaction from the childminder help them feel safe and secure at the setting. For example, she explains when they are about to change their routine so they are familiar with what happens next. They are relaxed here and after they finish reading a story together they take their favourite books to look at while they move to the dining table to have their snack. The childminder caters to their needs well. For instance, she notices that they are having an energy burst and changes plans so they can sing and dance to familiar songs and rhymes from the computer. They confidently ask her for ones they know and enjoy joining in with actions. They receive positive interaction from the childminder throughout their play. She encourages them to share with each other and provides simple explanations to them when they have the occasional squabble. Consequently they are well behaved and happy with each other.

Children have a positive attitude to learning. They enjoy counting with her and naming colours in every day activities. They appreciate her suggestions for changing activities but also confidently make their own choices from the good selection of play equipment available. The childminder has a secure knowledge of

the Early Years Foundation Stage and has developed systems for observing children's progress towards the early learning goals. Although the childminder knows the children well and is very aware of their interests and progress, she has not kept written records of their progress up to date. Parents are regularly provided with information about their child's progress although systems to encourage parents to continue their learning at home are not as secure.

Children participate well during planned activities. They all sit together while the childminder organises a play dough making session. This is well organised as all the ingredients are ready. Children concentrate as she explains what the ingredients are and they take turns to pour them into the mixing bowl. They learn about size and measures as they pour half and full cups of flour and salt. The childminder provides good opportunities to extend their language as she talks to them all the time explaining about the consistency of the mixture and introduces words such as, sticky and watery. They take turns to mix the dough and thoroughly enjoy the experience. They are developing an appreciation of early reading skills as they sit closely with the childminder as she reads their favourite stories.

Children are learning how to keep safe in an emergency as they practise the evacuation procedure with the childminder. This ensures they feel confident in an emergency situation as they know what to do. Children benefit from the safety measures in place at the setting. However, equipment to help them reach the sink at hand washing times and booster seats for older children are not in place. Children's good health is supported as they have daily opportunities for fresh air and exercise. They are provided with healthy meals and snacks and the childminder follows parent's instructions about children's dietary needs. The home is clean and well organised.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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