

## Inspection report for early years provision

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<b>Unique reference number</b>	EY231203
<b>Inspection date</b>	21/03/2011
<b>Inspector</b>	Jane Davenport
<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.

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 with her husband, her adult son and her 17-year-old daughter in a five bedroom house, which is situated in the North Chingford area in the London borough of Waltham Forest. The whole of the ground floor of the premises is used for childminding and there is a fully enclosed garden available for outside play.

The childminder is registered to provide care for six children under eight years at any one time. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She currently has one child on roll in the early years age group. The childminder has a pet dog. She is a member of the National Childminding Association.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare and learning are promoted well. The childminder shows a good understanding of her responsibilities in relation to child protection and keeping children safe overall. Partnerships with parents and other providers are supportive and information is shared to help the childminder meet children's individual needs. Most of the required documentation to underpin the childminder's practice is in place. The childminder reflects on what she does and demonstrates a good capacity for maintaining continuous improvement.

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

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

- maintain a record of risk assessments, stating clearly when they are carried out, by whom and identifying aspects of the environment that need to be checked on a regular basis (Premises, environment and equipment) (also applies to the Childcare Register)
- 22/04/2011

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

- develop a system for self-evaluation to further promote continual improvement in the service provided.

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

The childminder is able to protect children from harm or neglect as she has a clear understanding of the Local Safeguarding Children Board procedures and signs and symptoms of abuse. All adults within the provision have undergone effective vetting procedures and visitors to the premises are checked, which further promotes children's safety. Most of the required documentation to support the childminder's good practice is in place and kept up to date. She has conducted a visual risk assessment of her home and for outings, but not consolidated this is writing. Although this constitutes a breach of a specific legal requirement, nevertheless, it does not impact on children's safety as the environment is regularly checked and risks have been identified and minimised.

The childminder provides a friendly environment where children feel secure and demonstrate a sense of trust. Toys and resources are deployed well to provide free choice, consequently, encouraging children to be independent and to develop a positive disposition to learn. All children have their welfare needs met and achieve irrespective of their abilities or backgrounds. Children have good opportunities to learn about themselves, each other and the world around them through play and planned activities. A good selection of resources are available depicting positive images of diversity to help children to understand and respect the values of others. The childminder is aware of the benefits of working in partnership with other providers and she liaises well with teachers at the local school the children attend, thus, promoting continuity and consistency of care. She works well with parents and carers of the children, valuing their contribution as partners in their children's learning and care. Daily verbal feedback and observations carried out on the children help to maintain an effective two-way flow of information between parents and the childminder.

The childminder has not yet completed a formal self-evaluation. However, she reflects on her practice and has identified some strengths, for example, providing a good range of activities and meeting children's individual needs well. She would like to develop her systems for record keeping and attend further training in relevant subjects. She has addressed the recommendation made at her last inspection and demonstrates a good capacity for further improving her service.

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

Children are cared for by an experienced childminder who provides a comfortable and relaxed environment, where children are happy and clearly feel secure. The care with which the children are nurtured ensures that they have warm supportive relationships with the childminder. This supports them to feel safe and confident and to play freely, making independent choices from the activities provided. Children's behaviour is good. They play well together, sharing toys and resources easily and abiding by the house rules, which are patiently reinforced, when

necessary, by the childminder. The childminder carries out observations on children who are in the early years age group and shares these with parents. They are effective in supporting her to plan for children's individual needs because they are detailed, linked to the six areas of learning and show how children's next steps will be promoted. For example, through her observations, she has planned to introduce some more structured games in order to encourage children to concentrate for longer periods.

The childminder provides a good range of adult-led and child-initiated activities and experiences to encourage children's learning across the six areas of the Early Years Foundation Stage. Many of the activities are taken outdoors into the large, well-equipped rear garden and children enjoy free flow from indoors to outdoors throughout the session. For example, they use their imagination well to invent and participate in their own Star Wars game, making their space ship out of the play bus tent and selecting the equipment they need for their game. They gain knowledge and understanding of the world by using programmable items such as toy cameras and old mobile phones. They demonstrate their growing understanding of technology as they comment that the telephone 'needs a SIM card to make it work'. They enjoy the sense of space outside and develop their muscles and coordination as they run around, climb and swing on the tree swing.

Children are becoming very independent as they choose what they want to play with and put on their own shoes, making sure they are on the right feet. They are engaged in various creative activities, for example, as they paint flower pots and stick on sequins in readiness to give as Mother's Day presents, eagerly explaining that they will plant flowers in them when they have finished. Children's language is promoted well in a number of ways. The childminder asks them open-ended questions about what they are doing and older children encourage the younger ones to read with them. The childminder makes this more meaningful for the younger children by providing puppets as story props and this encourages them to finish the whole reading book they have brought from school.

Children are supported well to develop a healthy lifestyle. They wash their hands at appropriate times such as before meals and after using the toilet. When children protest that their hands are not dirty, the childminder patiently explains that, because they have been playing in the garden, they may have germs on their hands that they cannot see. Children benefit immensely from the fresh air and exercise they have. They choose to eat their tea, picnic-style, in the garden. The childminder provides them with healthy meals and snacks, taking into account any special dietary requirements they may have. Ongoing access to drinks of juice and fresh drinking water ensures that they remain well hydrated. Children are learning to keep themselves safe as they receive gentle reminders not to run behind the swing when it is in motion and to sit up when they are eating to prevent them from choking. They develop good skills for the future in terms of learning about road safety and about keeping their environment clean and tidy.

## 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

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

<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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment) 22/04/2011
- take action as specified in the compulsory part of the Childcare Register (Procedures for dealing with complaints) 22/04/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment) 22/04/2011
- provide a written a statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email (Procedures for dealing with complaints) (also applies to the voluntary part of the Childcare Register) 22/04/2011