

Inspection report for early years provision

Unique reference number	153621
Inspection date	13/04/2011
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 was registered in 1997. She lives with her husband, and three children in the Chingford of the London borough of Waltham Forest, within easy walking distance of shops, parks, and schools. The whole of the ground floor of the premises is used for childminding. There is a fully enclosed garden available for outdoor play.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three may be in the early year's age range. The childminder is also registered by Ofsted on the compulsory and voluntary part of the Childcare Register. She is currently minding four children in the early year's age group. The family has a dog.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder knows individual children very well and liaises closely with parents in order to meet children's particular needs. Helpful systems are in place for gathering information about children so that the childminder can provide effectively for their care and learning. Children are happy and settled and the childminder successfully promotes all areas of their learning and welfare. Generally all documentation is in place to promote children's health and wellbeing. The childminder demonstrates a commitment to continuously improve her provision. However, systems to monitor the quality of children's learning and overall welfare are at the early stages of development, as plans for future improvement are continuing to be identified.

What steps need to be taken to improve provision further?

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

- ensure the record of risk assessments include all aspects of the environment that needs to be checked on a regular basis
- 06/05/2011

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

- develop the system for self-evaluation to further promote continual improvement in the service provided
- develop further the monitoring of children's progress including following through the next steps in children's learning

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded because the childminder has a good understanding of her responsibilities with regard to child protection issues. She has recently attended relevant training to ensure that her knowledge is up-to-date and reference materials are readily available should she have any concerns. The childminder ensures that her safeguarding policy is shared effectively with parents. Effective measures are taken around the home to keep children safe, including the development of an emergency evacuation plan, which is practised with them. Daily visual checks are carried out to identify potential hazards and there are written risk assessments in place for outing. However the risk assessment does not include the home or the garden.

Resources are well balanced and used effectively to ensure children access age appropriate activities, giving them choices and opportunity to make decisions about what they do. They are well presented for the children, stimulating and look appealing, to encourage children to want to play with them. All toys, resources and equipment are suitable for their purpose, are in good condition and regularly checked for any damage, and are adaptable to meet children's individual needs. The childminder has a satisfactory knowledge and understanding of diversity and equality. All children have the opportunity to take part in all activities and play situations, and are beginning to be aware of the local community and the wider world.

Relationships with children and parents are well established. Planned settling-in visits and daily discussions help parents/carers feel involved in their child's experience. The childminder supports each child's individual routines, such as sleep times and supports any special requirements, such as dietary needs which ensure parents feel reassured. They share information, are presented with a daily diary and write any comments. Before children are placed with the childminder, she gathers information from parents about children's interests and abilities, so that she has a good understanding of their starting points. However, she is not yet making full use of opportunities to include parents' comments in children's development folders as a way of involving them in their children's learning. Partnerships with other settings involved in children's care are not yet fully established although the childminder takes note of nursery planning so that she can extend topics at home. The setting is welcoming and inclusive. The childminder has addressed the recommendation made at her previous inspection. The childminder is in the early stages of establishing systems for evaluating both her practice and the effectiveness of her provision in meeting the care and learning needs of each child.

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

Children are clearly interested and engaged in their environment, and are making good progress in all areas of their learning and development. They are confident and inquisitive learners as they make independent choices from the wide range of toys and resources available to them. Systems for observation and assessment are in place and reflect the six areas of learning. The Childminder is beginning to identify the next steps, but has yet to follow this through in her planning. All children are very happy and extremely content in the childminder's care. They receive warm, natural interaction and they snuggle into her for cuddles when they wake up, therefore, they feel very safe and secure.

Good use is made of available resources resulting in children feeling safe and confident in the childminder's home. Babies enjoy exploring the environment as they confidently crawl from one area to another and practice balancing as they pull themselves up on the furniture. Children's social and emotional development is promoted, as they are encouraged to mix with other adults and children at the local groups. The childminder encourages their concentration skills as they sit and play together. Younger children's communication skills are fostered as they respond to the childminder through sign and gestures. The childminder provides children opportunities to learn about the wider world with a varied range of books and resources, as well as celebrating cultural festivals and events such as Passover. Children's creative development is well supported within the setting as they have access to a good selection of resources such as paints and playdough; they use natural resources such as cardboard boxes to create collages. Children are learning about healthy lifestyles as they have daily access to the garden and visit places of interest such as the local park, where they access large apparatus. Their learning is further extended as they make a tent out of cloths.

Children's good health and well-being are promoted very well, as the childminder uses her detailed information on children's dietary and health needs appropriately. There are extremely comprehensive written health and welfare policies and procedures in place, including a detailed sick child policy, all of which are shared with parents. Hygiene procedures are promoted as children are encouraged to wash their hands at appropriate time, for example, children know to wash their hands after stroking the family dog. Children respond well to the childminder's regular praise and encouragement. The use of positive reinforcement encourages them to behave well and promotes their confidence and self-esteem.

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	3

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	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	2
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	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

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