

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY356956
<b>Inspection date</b>	20/05/2011
<b>Inspector</b>	Jane Davenport
<b>Type of setting</b>	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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://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 2007. She lives with her husband and three children who are aged 15, 11 and 5, in a three bedroom house in Highams Park in the London borough of Waltham Forest. The whole of the ground floor is used for childminding and there is a fully enclosed garden for outdoor play.

The childminder is registered to care for a maximum of five children under eight; of these no more than 3 may be in the early years age group and of these, no more than one may be aged under one year at any one time. There is no provision for overnight care. The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently three children on roll in the early years age group. The childminder takes and collects children from local schools. She has a level three NVQ in childcare and is a member of the National Childminding Association.

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

Overall the quality of the provision is outstanding.

The childminder is exceptionally well organised. She provides a vibrant learning environment and uses strong systems to track children's progress and promote their future learning. Highly effective partnerships with parents and other agencies ensure children's individual care and learning needs are met. The childminder rigorously monitors the quality of her provision and is wholly committed to making sustained improvements.

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

To further improve the high quality early years provision the registered person should consider:

- consider further ways of encouraging parents to make ongoing contributions to their children's observation and assessment folders

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

The childminder demonstrates a very high level of commitment to promoting and maintaining children's safety. She has an excellent understanding of the procedures regarding safeguarding children, having attended additional training to increase her knowledge in this area. She has all the relevant documentation in place for reporting any concerns about the welfare of any of a child in her care. She ensures that anyone coming into contact with the children is suitable to do so and her effective and well thought out procedures for dealing with emergencies

comprehensively promote the children's safety and welfare at all times. Children are cared for in a very secure environment in which their safety is of paramount importance at all times. The home is checked on a daily basis and comprehensive risk assessments are regularly carried out on all areas used by the children. Excellent procedures also ensure children's safety when on outings.

A very good range of resources is deployed imaginatively in the house, garden and in the superbly converted playroom at the bottom of the garden. Children's play flows freely between these areas and their play is well supported by the childminder.

The childminder is committed to promoting equality and diversity. She recognises each family's individual needs and works extremely flexibly to provide the best outcomes for all the children. Positive images of the wider world within toys and equipment support this commitment. All children are welcomed into the setting and their individual needs are consistently met.

Homemade resources, in particular, promote children's feelings of being included and a part of the setting. For example, books with photographs of the children brushing their teeth and going on visits to the library and the farm bring their experiences to life. The family tree in the garden which has photographs of the children and their various family members is a highly effective way of encouraging the children to recognise where they came from, how they got their name and what makes each of their families special.

The childminder's dedication to building and maintaining trusting and professional relationships with the parents and others involved in the children's lives ensures that children are consistently cared for. For example, parents complete a transition form at the outset which enables them to share information about their child. This enables the childminder to effectively promote the child's individual needs and welfare. The childminder also ensures that parents fully understand her working ethos and excellent practice by fully discussing all policies and procedures with them. Written testimonials from parents bear witness to their satisfaction with the care provided, as they comment, 'she is a wonderful childminder' and that their children 'enjoy every minute spent with her'.

The childminder has forged professional and sharing relationships with other care settings attended by the children. She works closely with the nurseries and schools attended by the children, sharing information where relevant, to ensure that a consistent and continuous level of care is given to the children. Carefully completed and shared assessment forms help to ensure seamless transitions for children into formal education at local primary schools.

The childminder's enthusiasm for her work and her genuine aim to provide high quality care means that she continuously evaluates her practices and makes changes to improve the outcomes for all children and parents. She has an excellent attitude to training which also leads to rich and varied experiences for the children. She is driven and committed to maintaining continuous improvement in her practice.

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

Children play and learn in a welcoming and caring environment where they are highly valued as individuals. They form excellent relationships with the childminder and with each other. Children thrive at the setting because the childminder has created an environment where they feel safe, secure and confident to assert themselves in the knowledge that she will do her very best to meet their needs. Children are consistently offered highly appropriate experiences that support them in making excellent progress in all areas of learning.

The exceptional range of child-initiated and adult-led activities ensures that children's interests and knowledge are continually being extended. All activities are clearly linked to the areas of learning and planning is rotated ensuring that the children experience a broad range across all areas of development. The childminder discusses children's starting points with the parents and immediately records this information, together with her own initial observations, to plan for children's further progress. Use of observations and assessments then enable her to build on what the children know and plan for their continued development. Photographs and examples of the children's work provide clear visual evidence of progress for parents and the childminder is considering further ways in which she can encourage parental contributions to the observation folders.

Young children's language development at this setting is exceptional. This is because the childminder encourages the children to think for themselves and express their ideas, taking time to listen to them carefully. Children are confident speakers and talk with animation about what they have done at home. For example, a young child clearly describes a trip to the Natural History Museum. Open-ended questions encourage children to use descriptive language. Story sacks and singing sacks are used regularly with props. This brings favourite stories and songs, such as 'The three little pigs', 'Goldilocks and the three bears' and 'Hickory Dickory Dock' to life.

Children's emotional development is extremely well promoted as they develop secure and trusting relationships with the childminder and with each other. The childminder ensures that they all have some 'one to one' time with her. For example, babies enjoy close interaction with her; they sit up and roll over on the mat and giggle with pleasure as they are tickled and talked to.

Children's knowledge and understanding of the world, problem solving skills and early mathematical concepts are encouraged in a fun way. For example, they learn how to navigate their way around the computer screen from a very early age, demonstrating their growing confidence in how to use the mouse properly. Simple computer games are available in different community languages and incorporate shape and colour recognition; for example, as children are required to select circular wheels to drag into the correct place on the different coloured cars. Children make symmetrical patterns and learn how to sequence events by putting pictures of the process of making a cake into the correct order. They are able to

recognise written numerals one to five and beyond. Children have access to many opportunities to be creative. They use their imagination well, for example, in role play activities when they dress up as knights in armour and fight the dragon.

Children's health and hygiene is actively promoted by the childminder. She takes very effective steps to minimise the spread of infection and develop children's understanding of healthy living. Children know that they must wash their hands at appropriate times and that they must take care of their teeth by brushing them regularly and visiting the dentist.

Children's dietary needs, including those of babies who are being weaned, are well met. Nutritious meals and snacks are helping the children to recognise healthy food as being a positive lifestyle choice and menus are full of healthy options that children learn to enjoy from an early age. Some examples include fish pie with vegetables, chicken curry with naan bread, salmon and cous cous, hoummous and olives. Children are actively encouraged to eat fruit and vegetables by completing their own 'five a day' chart. Meal times are sociable occasions when the children and childminder sit together and discuss, amongst other things, the healthy food pictures they have pasted onto their placemats. In addition, children are sometimes taken out to eat and are beginning to learn about the social etiquette required on such occasions.

Children gain fresh air and exercise every day as they play outdoors and negotiate the different levels in the garden. They demonstrate growing physical skills as they practise yoga and gymnastics with the childminder. They walk along a low wall, holding their arms out to the side to aid their balance.

There are excellent systems in place for encouraging children to learn how to keep themselves safe. For example, the current safety theme encompasses fire and road safety and the childminder has made some innovative games with laminated cards for the children to match regarding the emergency evacuation procedure. Young children confidently answer questions and say that if there was a fire they would dial 999 and would never go back into the house because it would be too dangerous.

Children's behaviour is excellent. They follow the childminder's good model, show respect for others and are learning to become happy and sociable members of society.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
--	---

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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](http://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
--	-----