

Inspection report for early years provision

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| Unique reference number | 141214 |
| Inspection date | 13/06/2011 |
| Inspector | Jane Davenport |
| Type of setting | 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 1993. She lives with her husband, her adult daughter, who also sometimes works as her co-childminder, and her four year old granddaughter in a house in Walthamstow in the London borough of Waltham Forest. The whole of the ground floor of the house and one of the first floor bedrooms are used for childminding purposes and there is a fully enclosed garden for outdoor play.

The childminder is registered to care for a maximum of six children under eight, of whom no more than three may be in the early years age group at any one time. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently three children on roll in the early years age group attending on a full and part time basis. The childminder is a member of the National Childminding Association and is currently working towards gaining a diploma in home based childcare. She has two pet cats.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides an excellent range and balance of activities across the six areas of learning, helping children make good progress towards the early learning goals. She establishes warm and nurturing relationships with children and cares for them in an inclusive environment. Children are safe and secure and effectively protected through well-implemented procedures and everyday practices. The childminder has developed good partnerships with parents and other providers; parents express their satisfaction with the care provided. She is currently exploring ways to ensure that self-evaluation plays an integral part in her practice to further improve the provision and outcomes for children.

What steps need to be taken to improve provision further?

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

- Build on existing partnerships by developing the systems in place to encourage parents to contribute to their children's learning and development records and to share what their children learn at home
- develop the system for self-evaluation to further promote continual improvement in the service provided.

The effectiveness of leadership and management of the early years provision

Positive steps have been taken by the childminder in order to safeguard children and to promote their welfare. She is fully aware of her role and responsibilities in relation to child protection, supervises children well and uses appropriate safety measures to limit children's access to potential risks in the home. Regularly completed risk assessments of the premises and for outings are effective; secure vetting procedures for household members and appropriate procedures for recording visitors further protect children. The childminder has devised a wide range of written policies and procedures and these are implemented effectively within her well-organised daily routine. All required written parental consents are obtained, ensuring children are cared for in line with their parents' wishes.

The childminder provides an inclusive service for all children and their families. An excellent range of resources includes many natural materials and accurate representations of diversity in society. This helps children to learn about and respect differences. Resources are deployed very imaginatively both indoors and out, and children are able to independently select what they wish to play with, thus maximising their enjoyment and learning experiences.

The childminder works closely with parents to meet children's individual needs. She encourages a two-way exchange of information through daily discussions and the sharing of progress files. However, systems are not yet in place to invite parents to contribute to children's record of achievements to share what they know about their children's ongoing learning. Many parents have written testimonials and they make positive comments about the childminder and her provision. They state that 'children thrive in her care' in a 'safe, welcoming home that is full of fun and laughter' where children are treated with 'a genuine kindness and respect that is quite remarkable'. She shares relevant information where children attend more than one provision and this leads to continuity and consistency in children's care and learning.

The childminder has not yet undertaken a self-evaluation of the service she provides. Nevertheless, she demonstrates a commitment to continuous improvement and is passionate about her role. She is motivated to continue making changes that improve outcomes for children. For example, she has addressed the recommendation made at the last inspection by completing a training course in food hygiene and is also currently working towards gaining a diploma in home-based childcare.

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

Children are happy, settled and relate well to the childminder, who interacts warmly with them as they play. They feel safe in the setting because the childminder offers warmth and security, along with consistent and familiar

routines. They demonstrate this by relishing their independence, whilst at the same time confidently approaching the childminder if they need help or a cuddle. Young children are learning how to play cooperatively together as they participate in a regular programme of planned visits to local toddler groups, where they are able to socialise in a larger group. The childminder is a very good role model who helps children to show consideration for others as part of the daily routine by gently reminding them to share and take turns. Consequently, children's behaviour is good. They ask for the egg timer themselves to time one another's turns and have formed some good friendships. For example, at snack time, one young child tells another, 'I'm your friend and I'm going to sit next to you' and the other child happily moves over to make room for them.

The childminder demonstrates a good knowledge and understanding of the Early Years Foundation Stage. She establishes children's starting points with parents when they first start to attend her setting and children's ongoing progress is carefully monitored through a generally effective system of observational assessments, which are clearly matched to the expectations of the early learning goals. Brightly coloured photographs and examples of the children's work make them visually attractive, as well as informative for parents. However, although records of their children's progress are shared with parents, the childminder has not yet devised a system to encourage them to be fully involved in the process, for example, by sharing what their children learn at home.

An excellent range of learning experiences are provided and this ensures that children's enjoyment is matched by their high levels of achievement. For example, they gain an insight and growing knowledge of the world around them in a number of ways. They feed nuts to the squirrels and plant sunflower seeds in pots in the garden, using their individual spades and watering cans to tend them and observe their growth. They found a bird's nest whilst out on a walk and discuss how they rescued a baby bird from a cat. The childminder expertly extends their learning of this incident by obtaining a reference book which helps the children identify the bird as a baby yellowhammer. They also examine the nest in detail and discover that it is made from grass, feathers and moss. The childminder talks to the children about recycling waste as they use discarded household boxes and containers in their junk modelling and as they feed stale bread to the birds. This encourages children to think about sustainability and protecting the earth's natural resources.

Children love being creative and use their imaginations well, especially in role play situations. The childminder provides an exceptional range of dressing up outfits and hats, such as builders, fire fighters and police helmets, jester, pirate hats and many others. This enhances children's play and they take great pride in the hats, bonnets and bags they select to wear to go on an imaginary shopping trip. Children are interested in solving problems and learning about how things work. They use their cameras to take photographs, press the buttons on an interactive till and talk about how certain toys need batteries in order to make them work. Children's language development is promoted in all activities as they talk about what they are doing and the childminder asks them open-ended questions. For example, during a modelling dough activity one of the children decides that they want to make some peas and this leads to a discussion about what colour, shape

and size they need to be.

Nutritious meals and snacks are helping the children to recognise healthy food as being a positive lifestyle choice. For example, they enjoy fresh fruit, breadsticks, raisins and rice cakes at snack time and all meals are freshly cooked with healthy ingredients. The childminder has completed training in food hygiene and gains information from parents regarding any special dietary requirements to ensure that these are met. Fresh drinking water is available at all times and the childminder is proactive in ensuring that children receive their 'five a day' portions of fruit and vegetables. Walks in the local community and playing in the garden encourage children to take pleasure in being active. They enjoy physical exercise on the trampoline and are developing good coordination, for example, when they decide to walk backwards just for the fun of it. The childminder ensures her home is clean and hygienic, with effective arrangements in place with regard to her pets; for example, her cats' worming and flea treatments are up to date and children cannot access pets' feeding bowls. Children are learning to keep themselves safe as they practise the emergency evacuation procedure on an ongoing basis and as they identify potential hazards in a 'Safe at home' lift the flap book.

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

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| 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

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| 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 | 1 |
| 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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| 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

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| Outcomes for children in the Early Years Foundation Stage | 2 |
| The extent to which children achieve and enjoy their learning | 1 |
| 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 | 1 |

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Annex B: the Childcare Register

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| 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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