

Inspection report for early years provision

Unique reference number	156160
Inspection date	10/06/2011
Inspector	Sharon Henry

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 2000. She lives with her husband and their three children in a residential area of Leytonstone within the London Borough of Waltham Forest. The whole of the ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age range. The childminder is also registered by Ofsted on the compulsory and voluntary part of the Childcare Register. She is currently minding two children in the early years age group. The family has two guinea pigs

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall children are happy, confident and able to make a positive contribution due to the good relationships they share with the childminder.. The childminder demonstrates a genuine commitment to providing an inclusive environment. Effective links with parents, combined with a good knowledge of the children she cares for, ensures that each is treated as an individual. However, links with other settings have not been fully developed to ensure consistency in children's care and learning. The childminder evaluates her practice and seeks feedback from parents to help her do so. She demonstrates a good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further the use of assessment to plan the next steps in a child's developmental progress
- develop systems to maintain a regular two-way flow of information with other providers to ensure a shared approach to children's care and 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. From a broader safety perspective, the childminder conducts and records thorough risk assessments for the premises and for specific outings, identifying any action

that needs to be taken to minimise risks to children. Effective measures are taken around the home to keep children safe, including the development of an emergency evacuation plan, which is practised with them. Records, policies and procedures are implemented well to support the effective management of the provision and to maintain children's health and safety. The childminder collates appropriate records and parental consents to promote children's good health and well-being. Alongside these are well maintained systems to record attendance, as well as effective recording systems for medication administration and accidents. An up-to-date first aid certificate ensures that the childminder is able to respond effectively to any accidents.

An inclusive and welcoming service is provided for all children. The childminder has developed a good partnership with parents and prepared a portfolio which she shares with them from the beginning. This file includes copies of her latest inspection report, details of any relevant training plus her comprehensive policies and procedures. All parents receive a copy of the childminder's written policies which inform and reassure them of her commitment to good practice. They are kept up-to-date with their child's progress through daily verbal communication and also by viewing their child's learning journey records, which have photographic evidence of their children at 'work'. The childminder welcomes feedback from parents about the service she provides and has developed a questionnaire to collect this information. Parents are clearly pleased with the service she provides evidenced from the written complimentary comments she has received. However, the childminder has yet to fully forge links with other settings children attend who are delivering the Early Years Foundation Stage to ensure progression and continuity of care and education.

The childminder organises her home to be welcoming for children, and to enable them to access the resources and equipment easily. Resources are well-balanced and used effectively to ensure children access age-appropriate activities, giving them choices and opportunities to make decisions about what they do. They are stimulating, well presented and look appealing which encourages children to want to play with them. All toys, resources and equipment are suitable for their purpose. They are in good condition, regularly checked for any damage, and are adaptable to meet children's individual needs. Although, the childminder is not currently caring for children with special educational needs and/or disabilities, she is aware of the importance of inclusive practice and implementing effective strategies to ensure all children are included.

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

The childminder has good knowledge and understanding of child development and the Early Years Foundation Stage and as a result children are making good progress in all the areas of learning. The childminder carries out sensitive observations of children in their play and activities and plans for the next steps in children's individual learning. However, although children's next steps have been identified, the childminder has yet to fully follow this through in her planning.

Children are very happy, settled and secure in the childminder's care. They relate well to the childminder as she joins in with their play. They are confident and sociable, taking pride in showing adults what they are doing. Children enjoy a good range of activities that are stimulating and well-balanced for all ages. Adult- and child-initiated play is effective in ensuring that they are helped to make progress in all areas of learning. Children benefit from the well-organised environment. They are able to create their own learning environment from the vast amount of resources available to them which cover the six areas of learning and provide them with many experiences and challenges. Children enjoy using their imagination as they spend time playing with the role-play equipment, where they pretend to have a picnic using the play food and utensils. Their communication skills are developing as the childminder sits at their level and discusses the different types of fruit and vegetables, encouraging the younger children to repeat the names. Younger children become involved in the programmable toys, as they press buttons to make different sounds and noises. They become excited as they realise that by pressing a certain button they hear the sound of the cow and respond with laughter. Children begin to adopt healthy practices as they take regular exercise by walking to and from venues, visit places of interest such as Longthorne Park and have full access to the garden. Children's personal and social development is supported well with regular visits to venues such as drop-ins and 'stay and sing time' at the local library. They are learning about caring for living things as they care for the guinea pigs. Children gain an understanding of differences and similarities within our society as they access a range of resources that increase their awareness and knowledge of diversity. This helps them understand and learn to value others, builds self-esteem, and broadens their knowledge of the wider world.

The childminder promotes healthy eating by working with parents and ensuring each child has a diet that is healthy and nutritious. Individual needs are accounted for so all children have a diet that suits their religious cultural and dietary requirements. Children each have their own cups and are offered regular drinks which include water; this ensures that they do not become dehydrated. Children develop a good understanding of how to stay safe. For example, emergency evacuation procedures are shared with children to ensure they are aware of where to go to stay safe. There are good arrangements in place to care for children who are ill, which are shared with parents and the childminder is trained to administer first aid. Through daily routines, children are encouraged to wash their hands after toileting and before eating. Children's behaviour is managed well due to the clear guidance and positive approach adopted by the childminder, which help them develop a clear understanding of right and wrong.

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	2

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	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	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