

Inspection report for early years provision

Unique reference number	EY411250
Inspection date	23/05/2011
Inspector	Gulnaz Hassan
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 2010. She lives with her partner and two children aged 13 and 17 years in Leyton in the London borough of Waltham Forest. The childminder's partner is registered to work as her assistant. The whole of the ground floor of the childminder's home is used for childminding. Children have access to a fully enclosed garden.

The childminder is registered by Ofsted on the Early Years Register to care for a maximum of 6 children under eight years at any one time, no more than three may be in the early years age range. There are currently five children on roll in this age group. The childminder is registered by Ofsted on the compulsory part of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy, secure and effectively safeguarded. They are offered a good range of interesting and stimulating activities and individual learning programmes which promote their learning and development well. Inclusion and diversity is mostly well promoted within the setting with a good focus on promoting opportunities for all children to engage in experiences and activities. The childminder is a qualified professional who aims to maintain continuous improvement by accessing information through websites, identifying and attending training and through working with her early years support worker.

What steps need to be taken to improve provision further?

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

- continue to engage with parents so that they are involved and can contribute effectively to their children's learning
- extend the resources that promote equality of opportunity and anti-discriminatory practice and develop systems so that children's home languages are promoted and reflected within the setting.

The effectiveness of leadership and management of the early years provision

Children are safe and protected in the setting, as the childminder and her assistant have a good understanding of safeguarding issues. They know what to look out for and how to make an appropriate referral if worried about a child. The premises, garden, equipment and toys are effectively assessed for risks and well maintained and the childminder takes action to minimise risks and potential hazards. The childminder has completed a process of self evaluation which has identified a

number of areas for overall improvement.

The childminder deploys resources and space effectively, supporting children well through all their activities and routines so that their individual needs are met well. A key strength of the provision is the very effective team work between the childminder and her assistant and the level of attention they give to children on an individual basis. This greatly enhances the quality of children's learning and development in all areas. The childminder generally works well to promote inclusion. Children are involved in celebrations from other cultures and they are able to access some play equipment with positive images of diversity. She has identified that this is an area she would like to develop further, particularly in supporting children with English as an additional language.

Partnerships with parents and the level of involvement between adults are good. The childminder exchanges information with parents and carers on a daily basis to ensure that they are aware of all elements of care and experiences their children have received. She obtains feedback from parents to give her a broader view of children's interests and routine. The childminder has recently implemented systems to gather information about children's starting points from parents. As yet parental involvement and contribution to children's learning plans is tentative although actions have been identified to develop this area further. The childminder demonstrates a good understanding of working in partnership with other professionals and providers of the Early Years Foundation Stage.

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

Children are making good progress towards the early learning goals because they enjoy a wide range of activities and experiences across all six areas of learning. The childminder maintains an effective system of planning, observations and assessments which contribute to individual learning programmes. Children are achieving well because of the focus the childminder and her assistant give to identifying teaching and learning goals and intentions for each activity and experience. In addition children enjoy themselves and have fun as they engage in exciting experiences as they attend music recitals, visit the Science Museum and the local farm, make their own dough and bake cakes. Children enjoy a good range of resources and activities that promote all aspects of future development effectively. For instance they have access to battery operated toys and they develop their technical skills with mini interactive learning programmes, telephones and activity centres.

Outcomes for children are good, because the childminder talks to children all the time, about staying safe and adopting good hygiene habits, such as regular hand washing. Children have a good understanding of healthy eating and of making healthy food choices, as they eat healthy snacks and meals. Children enjoy visiting the park for outdoor play as well as using the garden for exercise and fresh air. Children behave and co-operate well with the childminder because boundaries

around acceptable and desirable behaviour are clear and consistent. Relationships are warm, caring and positive, helping children feel safe and secure, happy, confident and settled.

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	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

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