

Inspection report for early years provision

Unique reference number	141223
Inspection date	22/06/2011
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 1995. She lives in the Walthamstow area within the London Borough of Waltham Forest. The whole of the ground floor, with the exception of the front room, the bathroom and a bedroom on the first floor are used for childminding purposes and a garden is available for outdoor play. There is a further play room housed in the log cabin at the bottom of the garden. The childminder is registered to care for a maximum of six children under eight. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register and currently has one child on roll in the early years age group. The childminder has an aviary with small birds in the garden. She is a qualified nursery nurse. She takes and collects children from local schools and attends local childminding groups with children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder successfully promotes all aspects of children's welfare and development. Children are safe and well cared for in her welcoming, inclusive home. Good relationships with parents ensure that all children are included and their individual needs are met. They make good progress in their learning, given their age, ability and starting points. The childminder informally reflects on the service she provides and demonstrates a good capacity for maintaining 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 systems for monitoring and evaluating practice to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

The childminder is fully aware of her role and responsibility to safeguard children in her care. She has a good knowledge and understanding of the possible signs and symptoms of abuse and a regularly updated list of relevant contact numbers ensures that she can refer her concerns to the appropriate authorities should this be required. All visitors to the setting are required to identify themselves and sign the visitors' record, which further supports children. Risk assessments are very

robust; they cover all aspects of the environment that need to be checked on a regular basis and are effective in minimising risks to children. Risk assessments for all outings are undertaken and updated as necessary, for example to take account of how road works may affect the journey to school. The childminder's documentation is very thorough and well-organised with all required records in place and appropriately implemented to aid the smooth running of the provision. Parents are given their own copies of the childminder's policies and procedures in their parents' handbook

The childminder's home is very well-resourced with games, activities and equipment covering the six areas of learning and the age ranges of the children she looks after. Space is used very well with the children being able to choose to play indoors, in the rear garden or in the log cabin play room at the bottom of the garden. All areas are set out with comfortable and cosy child-sized tables, chairs and sofas so that the environment is child-orientated and activities are completed at the children's level. The childminder has an inventory of her toys and equipment so that she can keep abreast of what she has and decide which items she would like to add to extend her range of resources further. Her setting is fully inclusive and children's individual needs are met well. She has small world play figures and books which are representative of different abilities and posters such as 'All different, all equal'; these encourage children to recognise and respect diversity.

Partnerships with parents are positive and the childminder keeps them well-informed of their child's participation and progress at her setting. Parents are provided with a 'backwards and forwards book', which is an effective way in which information can be exchanged on both sides. Parents are happy with the care provided for their children and positive testimonials bear witness to this. They are complimentary and state that she is 'an excellent carer, who provides appropriate facilities for the wide age range of children in her care'. The childminder is aware of the benefits of working in partnership with other providers and professionals involved in the children's care and implements this effectively to ensure consistency and continuity of care.

Although the childminder has not yet fully developed systems for self-evaluation, she is reflective of her practice and keen to maintain continuous improvements. All recommendations from the last inspection have been addressed and she has kept her training up-to-date. For example, since her last inspection, she has completed training in special educational needs and food safety and she has booked to attend a refresher course in safeguarding.

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

Young children quickly settle in the childminder's friendly and inclusive home. The uniqueness of each child is highly valued and the childminder assesses and evaluates their individual learning needs well, ensuring resources offered are of real interest to them. She makes observations of children in the Early Years Foundation Stage, links these to the relevant areas of learning and effectively

plans for children's next steps. The childminder supports children's language effectively, talking to them all the time whilst guiding their learning and providing a warm and reassuring presence. For example, with babies who are just beginning to say a few words, the childminder talks to them, repeats their words and introduces new ones. They react positively to lots of eye contact, smiles and affirmation from her. Babies love music, singing and looking at books with the childminder; they are beginning to recognise familiar pictures, for example, of Winnie the Pooh and relate these to corresponding pictures on the wallpaper. They enjoy exploring different sounds and textures, for example, as they listen to the sounds the rain stick makes when they turn it upside down and as they sit in the sand tray enjoying the feel of the sand between their toes. They are beginning to learn to solve simple problems for themselves whilst playing with the shape sorter and working out which shape goes in which slot.

Children are encouraged to adopt a healthy lifestyle through regular opportunities for playing outdoors in the fresh air and by receiving a healthy balance of snacks and meals. The childminder caters for any special dietary requirements and liaises closely with the parents of babies who are being weaned in order to ensure she works according to parents' wishes. Menus for children include healthy alternatives such as roast chicken, fish pie, jacket potatoes and lots of fresh fruit and vegetables. Activity planning includes opportunities to attend community groups, enhancing children's social skills and appreciation of the wider world. The childminder has effective procedures in place for managing children's behaviour and helping them make a positive contribution. For example, all children are praised for good behaviour and house rules are in place. The childminder gives patient explanations for required behaviour and children are learning right from wrong. She talks to older children about recycling as they put their yoghurt pots aside for washing and this helps them to think about protecting the earth's natural resources. Children feel safe and secure in the setting through developing firm attachments to the childminder.

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