

Inspection report for early years provision

Unique reference number	EY265290
Inspection date	29/06/2011
Inspector	Marilyn Peacock
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.

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 2003. She lives, with her two adult children in the Higham Hill area of the London borough of Waltham Forest. The whole of the ground floor and the master bedroom is used for childminding and there is a fully enclosed garden available for outside play.

The childminder may care for no more than 4 children under 8 years; of these, not more than 2 may be in the early years age group, and of these, not more than 1 may be under 1 year at any one time (Early Years Register, compulsory part of the Childcare Register) and is currently minding two children in the early years age group. She may provide over night care for one child under eight years.

The childminder drives or walks to local schools to take and collect children if required. She attends the local toddler groups and takes children to the library and park.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare needs are met effectively as the childminder works well with parents to help provide children's home routines as much as possible. The childminder has established clear policies and procedures which enable her to care for children in a welcoming and inclusive setting. Children make good progress with their development as the childminder ensures she is fully informed regarding their individual needs and routines, enabling her to plan effectively for each child's individual learning. Children become independent and confident as they initiate their own play and self-select resources. The childminder still needs to develop effective systems to identify areas for improvement and to raise the quality of care already offered.

What steps need to be taken to improve provision further?

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

- develop the use of self-evaluation to identify the areas of strength and priorities for improvement that will improve the quality of the provision for children involving parents and children in the process.

The effectiveness of leadership and management of the early years provision

All the required documentation is in place in order to promote children's welfare. Accident are minimised by the good safety precautions which are in place. Detailed

risk assessments are maintained to help ensure children's safety at all times. All outings are planned and risk assessed with the children's safety and enjoyment in mind. Emergency evacuation procedures are practised helping children's understand how to behave in an emergency situation. The childminders secure knowledge of child protection helps to safeguard the children's welfare. She provides parents with written details of her role in child protection before they place a child in their care.

The childminder creates a bright vibrant environment where children can play and relax according to their needs. Toys and resources are attractively display and stored at children's level. Positive images of race, culture and ability help introduce children to similarities and differences in the world. Walls are adorned with examples of children's work, photographs and informative posters. Giving children lots to investigate and discuss. The childminder is committed to ensure that children learn about equality and diversity and ensures that traditional days and festivals are reflected within the planning.

Parents are pleased with the service provided. The childminder works with parents to ensure children's regular and ever changing care needs are met. Information given to and received from parents is relevant and there are good procedures in place to assess children's starting points. The written information in the children's journals contains details of children's play and achievements, allowing parents to become involved in their child's learning. The childminder has begun to make some useful observations of children at play to identify their learning so far. She uses to the assessments of these observation along with her knowledge of the individual child to plan their next learning experiences on their individual learning journey towards the early leaning goals.

The childminder understands the importance of joint working to help ensure continuity of care between early year's providers and other early year's professionals. The childminder does not have a self-evaluation system in place but has identified training she wishes to pursue and has engaged the local Development Officer to help her.

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

Children's learning, development and welfare needs are promoted well enabling them to make good progress in their learning whilst having fun. The childminder has a flexible weekly plan which may include visits to the local groups depending on children's sleep patterns that week. Children enjoy activities in the childminder's home, where they are free to choose both indoor and outdoor play and have fun being fit and active. Children are well supported enabling them to develop and make good progress across all six areas of learning. They are encouraged and are able to initiate their own play with the childminder on hand to offer support and provide suggestions on ways to extend their play. They have good opportunities to progress at their own pace in a safe, child friendly environment choosing resources which interest them from the shelves and boxes in the play room. Healthy home

cooked meals and snacks help ensure children keep fit and well. Useful chats around the meal table about healthy foods and fruit helps children develop an understanding of foods which are good for you. The childminder explains that she is growing lots of healthy fruit in the garden to help grow big and strong.

The minded child sleeping contently on the mattress in the lounge shows children feel very safe and secure in the childminder's home. Children learning journey books, photographs and colourful displays of children's work show children enjoy a broad range of craft activities using an exciting range of materials. Their understanding of number, shapes and problem solving is helped through building bricks, puzzles and cooking activities. A broad range of colourful books encourages children to sit and read or cuddle up to the childminder for a story. Children feel valued and their self esteem is developing as they feel at home in the childminder house where they have their own drawers to keep their work and articles from home safe. They are treated with kindness and respect and the childminder has a calm and understanding manner providing a good role-model for behaviour. Behaviour management methods are age, stage appropriate. The childminder gives clear explanations on why some things are unacceptable, because they are dangerous, can hurt their friends or themselves. The childminder always looks at opportunities to praise children's behaviour helping children become confident self assured young people.

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	3

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	3
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	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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