

Inspection report for early years provision

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Inspection date	04/01/2011
Inspector	Rufia Uddin
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 husband, and son aged fifteen, and her adult daughter in a residential area of Woodford Green, in the London Borough of Waltham Forest. The majority of the ground floor of the childminder's house is used for childminding, where there is an assigned playroom and a downstairs toilet; there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age group. She is currently caring for two children under five during the day. The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. The childminder holds a City and Guilds of London Institute certificate in Home Economics for Family and Community Care. The childminder attends the local toddler group, and takes children to the local library, park and shops. She is a member of the National Childminding Association (NCMA). The family has a cat.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children have settled quickly, feel safe, are confident and well occupied. They have a sense of belonging and are progressing well in all areas of learning and development. The childminder meets the needs of all children in her care and responds to them in a positive manner. Partnership with parents is good and communication with them is detailed. Written policies and procedures contribute to smooth running of the setting. A reflective approach ensures a capacity for improvement.

What steps need to be taken to improve provision further?

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

- further develop opportunities for parents to be informed about their child's next steps for development and how they can support this in the home, to help them to play a more active role in their child's learning at home
- further develop activities and resources that promote an understanding of disability.

The effectiveness of leadership and management of the early years provision

The childminder ensures that parents have a good understanding of her work as she makes concise and informative written policies and procedures available to all. This helps the safe and efficient management of the provision which is arranged well to meet the needs of children and their parents. The childminder has a good

understanding of how to ensure that children are safeguarded. All adults living in the childminder's home have complied with the required suitability checks and the childminder ensures that unvetted adults, such as visitors to her home, are never left alone with children. Written policies and procedures on safeguarding children are in place, including what to do in the case of an allegation being made against the childminder or a member of her family. The childminder has a good understanding of the signs and symptoms of abuse and knows what action she must take if she has concerns about a child. She is aware of the potential indicators of abuse and has attended Safeguarding Children training. Children's safety is promoted because the childminder has completed detailed risk assessments which cover all areas of the environment and outings. Emergency evacuation procedures are in place and practised with children, and records are kept. Gates restrict access to unsupervised areas and the front door remains locked while children are present.

Children play in spacious environment which is interesting to them. The childminder has given thought to the resources, toys and activities that children use to ensure that their all round development is properly supported. She supports the choices that children make, and uses her good relationship with children to guide them and enhance their learning. This allows children to follow their interests, enjoy what they do, and develop important learning habits. Their behaviour is managed positively, younger children receive the gentle, patient care they need. The provision is inclusive as the childminder ensures that all children are treated as unique individuals with the capacity to build on what they can already do. Children are valued and respected as individuals, are confident in the childminder's care, and have good opportunities to learn about themselves and the wider world. They have access to a suitable range of play resources designed to promote their understanding of equality and diversity and the wider world including dolls, puzzles, music and books , but have fewer opportunities that promote the understanding of disability. Children are treated with equal concern and the childminder recognises that they are individuals with varying needs and abilities. Activities are adapted to be appropriate and interesting to all children. The childminder demonstrated a good understanding of how to support children who have special educational needs and/or disabilities or who speak English as a second language. The childminder is aware of the benefits of establishing and maintaining positive links with other professionals involved with children in her care.

Children benefit because the childminder develops good partnerships with parents. She warmly welcomes parents into her home and talks to them about their children. The childminder seeks the views of parents about the provision, verbally and with a questionnaire. She provides parents with detailed information about their children's time in her care and their progress towards the early learning goals. Daily diaries provide a wealth of information, including photographs and illustrative comments, as well as details about children's nappy change, meals and sleep times. Information displayed or provided in folders includes contact details for Ofsted, Criminal Records Bureau clearances, registration and training certificates and insurance details. There are currently no children on roll attending other settings, but the childminder demonstrated a good understanding of the importance of communication between different settings in order to support

children in their welfare and learning.

The childminder has a positive attitude to developing her practice. She evaluates her provision so that she can build on what she has already achieved. The childminder is a reflective practitioner who accurately evaluates the experiences that children have as they play and learn. She carefully observes children to gain an understanding of their progress and enjoyment. She also uses her contacts with parents to gain information about any changes that may need to take place. The childminder has developed the provision well since registration. In addition, she is committed to her own professional development to ensure that she has the required skills to provide the best care for children. She has undertaken further training towards a level three qualification in Home-based Childcare. She is beginning to set targets for improvements and shows a determination to ensure that she offers good standards of care.

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

Children are making good progress as the childminder ensures that all children are challenged effectively. The range of resources and activities meet their needs well. Children make progress as they play with the support of the childminder, and with activities that provide them with a range of appropriate learning opportunities. The childminder has good systems in place to understand children's starting points and carefully observes them to be aware of their progress. The childminder uses a range of written development information, with photographs, which she shares with parents and uses to plan future activities and learning. This ensures that children's learning needs are met and enables them to be both interested and challenged as they play. Children are happy and settled. The childminder spends her time purposefully involved with the children in play or appropriately supervising. Good use is made of local amenities such as the library, parent and toddler groups and parks, which contribute to children's physical fitness, socialising with others and knowledge and understanding of the environment. Children's physical development is encouraged through regular opportunities to play outside with a range of garden toys that includes tricycles, scooters, buggies, balls, a bouncy castle, slide and sand and water play. The play and learning environment, both indoors and outdoors, is effectively planned to provide children with a range of well-resourced activities that capture and maintain children's interest. Children's independence is promoted well as the childminder allows them to make their own choices from the wide range of safe and stimulating resources. They play happily and relate well to the childminder. She interacts very effectively with the children as they play and encourages them to share and take turns with the toys. The childminder uses good questioning that encourages children's communication skills and helps them develop their understanding. Children respond well to guidance and support. The childminder has a good understanding of the Early Years Foundation Stage and of how young children learn through first hand experience and play. The childminder has developed good systems for obtaining information from parents. The childminder completed detailed observations and assessments that link clearly to the planning of activities. They identify children's starting points, next steps and interests, however parents are not yet fully informed about their

child's next steps for development, and how they can support this in the home, to help them to play a more active role in their child's learning.

Children have fun as they take part in a wide variety of activities and outings. They confidently explore the environment and move safely around the rooms. Children concentrate well and are well occupied. They show that they are developing good fine motor skills as they manipulate the play figures and do puzzles. Children show an interest in their world as they investigate and use different simple technological toys such as a tape player and interactive programmable toys. Children develop their numeracy skills as they count together and learn about shapes. Children benefit because the childminder develops their creativity as they enjoy a variety of creative activities such as mark making, painting and messy play. Children enjoy sensory experiences, for example, they enjoy fishing objects out of jelly.

Children benefit because the childminder promotes children's health well by carrying out appropriate hygiene procedures and daily routines. The childminder understands the importance of maintaining a healthy environment and ensures the risk of infection is minimised to children. For example, she wears disposable gloves when changing nappies, and individual bedding is used in cots. Nappy change procedures are good and the childminder respects the children's privacy. Children are encouraged to eat healthily and to drink plenty. They regularly play outside in the fresh air and get lots of exercise. Younger children who need a rest are able to do so in a safe and comfortable place. Children's physical development is well planned for as young children become more confident as they develop their mobility and coordination. Children begin to gain a good awareness of healthy eating and this is promoted through the wide range of healthy nutritious meals and snacks provided by the childminder. Menus are agreed with parents and fully meet children's individual dietary requirements and preferences, which are obtained and discussed in detail as part of the registration process. Menus are planned at the weekend for the following week, and emailed to parents. Generally children benefit because information provided for, and obtained from, parents is comprehensive. As well as the safeguarding policy, the childminder provides written policies on complaints, equal opportunities, special needs, managing behaviour, accidents, medication, and confidentiality. Information displayed, or provided in folders, includes contact details for Ofsted, Criminal Records Bureau clearances, registration and training certificates and insurance details. Children's well-being is also promoted because the childminder is fully aware of the procedures to follow in the event of an accident and clear records are kept and shared with parents. Medication records are also kept and shared with parents.

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

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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