

Inspection report for early years provision

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Inspection date	20/09/2011
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.

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 1999. She lives, with her husband, mother, father-in-law and two adult children in the Walthamstow area of the London Borough of Waltham Forest. The whole of the ground floor is used for childminding. 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 range. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently minding two children in the early years age range. The family has a cat

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are welcomed into this warm and friendly setting and are valued as individuals by the caring childminder. They are making good progress in all areas although systems for using observations to inform planning are not fully developed. The close partnership with parents and the stimulating and varied activities contribute significantly to meeting individual children's needs. Most necessary records are in place. The childminder is able to monitor and evaluate her provision to identify areas for development although systems for this are not yet fully developed. She has successfully implemented the Early Years Foundation Stage which shows a good capacity for continuous improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- keep a daily record of the hours of attendance of all children (Documentation) (also applies to both parts of the Childcare Register) 15/10/2011

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

- develop further systems to use observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child and provide parents with more opportunities to take part in this process
- develop further use of reflective practice and self evaluation 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 places a strong emphasis on ensuring the safety of children. Her practice is underpinned by a clear set of policies and procedures and these are shared with parents. The childminder's very clear understanding of her role and responsibilities with regard to child protection are shown by her comprehensive safeguarding policies and procedures. Her risk assessment identifies and minimises hazards inside and outside the home, so that children are kept safe and learn about keeping themselves safe. The childminder is focused on providing an inclusive service to all children. She demonstrates a real commitment and positive approach by encouraging all children to consider, and be aware of, the needs of others, and to recognise and value differences. Children are learning about other lifestyles and our diverse society. They have regular access to a range of play resources such as books, puzzles and dolls, which give positive images and information about other ways of life. They are building up a good awareness of their community through the use of local facilities such as toddler groups, shops and the library.

The childminder is generally well-organised with clear documentation to support the children's health and safety. However, the register does not show the accurate hours of attendance for all children. This is a breach of requirement. The childminder makes good use of her home to provide a well-maintained, bright environment with space for children to move around freely. Children are offered a wide range of resources, such as games, construction and role-play equipment that the childminder sets out in the lounge. Equipment is clean and in good condition and suitable for the ages of the children attending. It provides them with appropriate challenges and, as a result, children are continuously active and eager to explore.

The childminder is friendly and welcomes families into her home. The childminder regularly shares information regarding children's care and development with parents. She discusses children's progress with them, although they do not regularly and consistently contribute towards their child's learning journals and become involved in the planning cycle. However, questionnaires provide opportunities for them to give feedback about their child's welfare. Parents speak positively about the care their children receive stating that she is a 'fantastic childminder and my child has been really happy whilst in her care'. The childminder is flexible and supportive to the families for whom she provides a service. For example, she adapts the hours of care to suit the working patterns of parents. Parents receive information about the childminding service and children's starting points are discussed at the initial visit. The childminder has recently established links with other providers which helps to provide a shared approach to children's care and learning. She also liaises with other local childminders and with her development worker.

The childminder is keen to improve the service she offers to children and their families and seeks feedback from parents to help her identify areas for

improvement. The recommendations raised at the last inspection have been fully addressed, which has had a positive impact on the care of the children. The childminder is able to reflect on what she does and identify areas for further development. However, systems to do so are not yet fully in place and remain an area for development.

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

The childminder's clear understanding of the Early Years Foundation Stage helps children to enjoy their learning. As a result, they make good progress towards the early learning goals. The childminder has started to develop children's records of progress and they show that she fully understands the principles and purpose of regular observations of children. Her observations are linked to the practice guidance but do not always clearly identify the next steps. As a result, information gathered from observations is not always carried forward to inform future planning.

Children are happy and content because the childminder knows them well and has good relationships with them. They relate well to the childminder, readily sharing news and ideas and actively involving her in their play. They confidently ask questions and respond positively to the friendly atmosphere. The childminder is able to respond quickly to children's changing needs. For example, when one child becomes upset, she comforts him and tries to distract him by gradually getting him involved in an activity.

A good selection of creative materials provides children with ample opportunities to be imaginative and explore different textures. For example, younger children enjoy investigating the rice on a tray and become excited as they watch it run through their fingers. A selection of role-play resources, such as play food and utensils, encourages children to re-enact everyday routines. Children enjoy a good selection of age-appropriate books. Their concentration skills are developing well as they listen attentively to the story and then discuss what they can see and hear. The childminder skilfully uses every situation to promote children's language and communication. For example, when reading the book she asks open ended questions, such as 'What do you feel will happen next?' and 'What do you think that is?'. This encourages children to express their views and opinions.

Children's physical development is promoted well because the childminder has a good understanding of healthy eating. She produces menu plans which include a balanced range of all food types and meet children's dietary needs. This encourages children to make healthy choices. The spread of infection is minimised as there are good daily hygiene practices, such as the appropriate use of disposable gloves and children learn to wash their hands before snacks and meals. Children are learning to keep themselves safe. For example, the childminder reminds a child not to run inside in case they fall and hurt themselves.

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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) 15/10/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) 15/10/2011