

## Inspection report for early years provision

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<b>Unique reference number</b>	146876
<b>Inspection date</b>	03/11/2011
<b>Inspector</b>	Sharon Henry
<b>Type of setting</b>	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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 1995. She lives with her adult daughter in the Walthamstow area in the London borough of Waltham Forest. The whole of the ground floor of the childminder's house is used for childminding.

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 three children in the early years age range.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children progress well in all areas of their development. They access a stimulating play room equipped with an excellent range of toys and resources. The childminder has a good knowledge of each child's background and works extremely effectively with parents, identifying the children's individual needs in an inclusive environment. She takes effective steps to evaluate her provision and demonstrates a capacity to maintain continuous improvement, which has a positive impact on the children's welfare, learning and development. There is; however, a minor weakness in the assessment and observation records.

## **What steps need to be taken to improve provision further?**

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

- develop further the current system of planning and assessments to ensure that the learning intentions and next steps for individual children's learning are clearly identified and followed through.

## **The effectiveness of leadership and management of the early years provision**

Children are safeguarded because effective written policies and procedures are in place; these are shared with parents and include relevant written consents. All documentation and records are very well organised and confidentially maintained. High priority is given to children's safety because comprehensive risk assessments are carried out. They take into account both the indoor and outdoor environments

and include outings, all of which ensures that hazards for children are minimised. The childminder has a very good understanding of her role in safeguarding children in her care. She has updated her child protection training, therefore, ensuring her knowledge is detailed and comprehensive.

Partnerships with parents are extremely strong, as the childminder values their contributions and keeps them very well informed about all aspects of their children's development and achievements. Detailed information from parents is effectively used in planning and to ensure learning opportunities are provided that meet children's individual needs. The childminder's information pack for parents and written policies are extremely clear, informative and professionally produced. They help parents to know how she operates, what her roles and responsibilities are and what the legal requirements of her registration are. The childminder also provides parents with questionnaires to ensure they are happy with the service she provides. Parents make extremely positive comments about the childminder and the care she is providing for their children. Children's 'learning journals', daily diaries and photographs are shared with parents, alongside discussions about activities, achievements and topics children are involved in, enabling parents to support their children's learning and development at home. The childminder recognises the importance of developing wider partnerships with other providers and has developed some good contacts.

All children are warmly welcomed into the setting where they develop a sense of belonging. An inclusive environment is provided in which children are treated as individuals. High quality toys and resources are within the children's reach and are well laid out with space for children to explore and investigate. This encourages children to lead and direct their own play and learning and successfully engages the children's interest. Children are valued and their differing backgrounds and abilities are highly respected. Through the use of a wide range of resources, activities and discussion, and the extremely positive role model provided by the childminder, children are encouraged to learn about the wider world and to respect differences.

The childminder is a very caring person who genuinely enjoys her work with the children. She is totally dedicated to providing the best possible care and support for the children and their families and is fully committed to continuous improvement. The childminder is very proactive in ensuring her knowledge regarding childcare and children's learning and development is up-to-date and has attended a number of courses to enhance this. The process for evaluating the quality of the provision is informal. However, she shows a clear commitment to ongoing improvement through the realistic view she has of the service she offers.

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

Children make strong progress in their learning and development, supported very

effectively by the childminder, who is enthusiastic and wholly committed to offering a stimulating and caring environment for all children in her care. The childminder's organisation of children's learning and development is well considered and effective. A well planned learning programme is provided that successfully promotes children's progress and achievement. The planning is based on regular monthly learning themes that are used by the childminder to successfully organise an exciting range of different learning activities. She is particularly effective in preparing activities to encourage children's creative and imaginative play. The childminder also has a clear strength within her planning, in the effective way she includes individual children's learning. For example, before arrival the childminder takes care to plan the play environment and prepare a suitable range of resources that will provide challenge and encouragement to the individual children attending. Detailed observation and assessment records, which are linked to the Early Years Foundation Stage, are used to monitor and record children's progress and to identify their next steps of learning. However, the learning intention is not consistently identified in order to maximise learning opportunities for children.

Children benefit from the wide range of creative resources available; they enjoy exploring a range of materials, such as shaving foam and paints. They confidently use glue and string to decorate boxes. Displays provide further evidence of children's creativity in using chalk and wax to create colourful designs. Children communicate their thoughts and feelings with confidence, talking through their play and recalling events. For example, whilst looking at past photos they recall when they went to the forest and heard the buzzing noise of the crickets. They enjoy books, choosing favourite stories for the childminder to read, and joining in elements of the stories. Children are learning about shape, position and numbers in their play and have some opportunities to problem solve. Children use their imaginations well with different creative resources and in role play, such as pretending to wash clothes in the washing machine and going to the post office. There are many opportunities for them to learn about the wider world as they celebrate special days, such as Chinese and Jewish New Year.

Children enjoy a good range of both indoor and outdoor physical activities that contribute to a healthy lifestyle. They walk to their local facilities on a regular basis and use the equipment at the park to advance their physical skills. Numerous opportunities are provided for children to enhance their skills in coordination, control, manipulation and movement; for example, when they visit local children's gyms.

Children are extremely happy and settled in the childminder's home. She is very responsive to their needs and ensures they feel comfortable and secure whilst in her care. Children are very well-behaved, have good manners and respond well to the childminder's routines and boundaries. They happily help with setting up and clearing away activities and respond very well to the praise and encouragement given by the childminder. She encourages children to share, take turns and respect each other.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
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	1

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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