

Inspection report for early years provision

Unique reference number	EY276720
Inspection date	08/11/2011
Inspector	Sharon Henry
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 has been registered since 2003. She lives with her adult son in the Leytonstone area of the London borough of Waltham Forest. Children have access to the whole of the ground floor of the home and a secure garden is available for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for no more than six children under eight years, of whom no more than three may be in the early years age group. The childminder is currently caring for four children in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress due to the skill and knowledge of the childminder. All children are welcomed and their individual care and learning needs are planned for and met successfully. The childminder has developed effective links with parents to ensure that both parties are well informed and work together to meet any specific requests and needs. She demonstrates a strong commitment and ability to continually improve the service provided. She is able to identify areas for development although her systems for doing so are still in their early stages.

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 reflective practice and self evaluation to formally 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 has effective safeguarding procedures in place. She has a good knowledge of child protection issues and knows what to do if she has any concerns about a child. She makes detailed risk assessments which she reviews regularly to significantly minimise the risk of hazard or injury to the children. She helps children to become familiar with routine safety procedures. She discusses the evacuation procedure with them and helps them to practise the fire drill regularly.

The childminder has devised a range of clear and concise policies and procedures

which she shares with parents. She works well in partnership, sharing information regularly with parents to maintain an effective two-way flow of information. She places great value on ensuring that parents develop a sense of belonging to the setting and that they have a say in the care and well-being of their children. She has well-established links with another day care setting. This facilitates the sharing of information about children's care and learning.

Children develop their independence by choosing from the vast array of resources and equipment which cover all aspects of their care, learning and play. The childminder has given careful thought and consideration to the layout of the environment indoors and outside. It provides children with a family-orientated environment where they have excellent opportunities to make choices about their play. Children move around confidently and access the playroom and the garden freely. The childminder provides an inclusive environment where all children are valued and supported to reach their full potential. She seeks information about their unique requirements, including any relevant information about their backgrounds, which enables her to meet their individual needs. She helps children learn about the diversity of the community and the wider world. She plans activities related to different cultural celebrations and uses a good range of related resources that help children learn to respect others.

The childminder shows an accurate awareness of her own strengths and weaknesses and can identify areas for development. She seeks parents' opinions and input on a regular basis to enable her to develop the service provided. However, her systems for monitoring and evaluating her provision are still in their early stages. She takes positive steps to improve outcomes for children. For example, she has completed a childcare course since her last inspection and attended other short courses to improve her knowledge and skills. She also looks to other providers for ideas and tries them out to see if they will enhance her own practice.

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

Children are provided with good play opportunities which help them make progress across all areas of their learning and development. They are very happy and settled in the childminder's care and enjoy warm, friendly relationships with her. This helps to build their confidence and self-esteem. The childminder plans daily routines to take account of children's patterns of attendance and to offer a balance of interesting experiences both in and outside the home. She matches activities to the children's stages of development and interests, meaning that they have fun while they learn. She records regular observations in children's individual files and has started to use these to formally identify the next steps in each child's learning. She is currently in the process of developing these records further to consistently inform planning and to clearly show learning intentions.

Children thoroughly enjoy their play. They are confident communicators who are curious about their environment and eager to find out how things work. For

example, they investigate how the programmed toys work. Children benefit from the wide range of creative resources, such as paints, tissue paper and printing materials. They use their imaginations well as they make up their own stories and re-enact them through role play. For example, they play shops and pretend to make ice cream and then talk about the different flavours. There are good opportunities for children to engage in a range of physical activities, both indoors and outdoors. They enjoy playing outside in the garden, where they use quality resources and equipment to support their play. They are developing good communication skills, learning to listen and speak as they interact with the other children and the childminder. They learn to problem solve and negotiate as they play with a variety of different puzzles.

Children are developing a good awareness of the importance of personal hygiene through daily routines. The childminder gives clear explanations and offers appropriate support. For example, she talks to children about hand washing and how this prevents germs from spreading. Children are developing a good understanding of how to stay safe and regularly participate in fire drills to ensure they know what to do in the event of an emergency. The childminder takes care to ensure children learn how to share and play together. She consistently helps them to think about others and recognises that children's social and emotional development is an important aspect of their learning.

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	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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

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