

## Inspection report for early years provision

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<b>Unique reference number</b>	EY427649
<b>Inspection date</b>	30/11/2011
<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).

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 2011. She lives with her husband and their four young daughters in the Walthamstow area within the London borough of Waltham Forest. The home is in easy walking distance of shops, parks, and schools. 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 four children under eight years at any one time, no more than two may be in the early year's age range. The childminder is registered on the Early Years Register, as well as the compulsory and voluntary parts of the Childcare Register. She is currently minding three children in the early years age group.

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

Overall the quality of the provision is satisfactory.

The childminder knows the children well and provides a welcoming and inclusive setting for all. Sufficient attention is given to meeting the learning and development needs of children and as a result, children make steady progress towards the early learning goals. However, planning and assessment do not fully support planning. The childminder liaises with parents to share relevant information on a daily basis. Partnerships with other professionals are in the early stages. Systems to monitor and evaluate practice, although in their infancy, are beginning to provide a sound basis to securing better outcomes for children.

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

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

- build on current links with different early years settings that children also attend to help ensure consistency in their learning and development
- develop opportunities for parents to share what they know about their child, to be informed about their next steps for development and how they can support this in the home
- develop 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 addressed.

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

The childminder has a sound understanding of her role and responsibility safeguard children. All adults living in the childminder's home are vetted, and

visitors to the home are recorded. Risk assessments are completed and reviewed to help ensure children are safe. All outings, such as walks in the locality and trips to the park, are carefully considered in order to keep children safe. The premises are kept secure and safety equipment is in place. For example, safety gates and a fireguard are in place. As a result, children's safety is maintained. The childminder provides good supervision for children, allowing them the freedom to take reasonable risks to learn new skills.

The home is very child-friendly, providing space for children to move around with increasing confidence and make choices about what they do. All children are welcomed in the setting and their cultural backgrounds are respected. Children benefit from an adequate range of equipment that loosely covers the six areas of learning. However, the childminder does not always plan to help ensure that there is a balanced range of activities available to stimulate children's interests. For example, equipment is more suited to younger children and is not sufficiently challenging for children aged three and over.

Partnerships with parents and carers support children's individual needs. Daily discussions and diaries keep parents up-to-date about the childminder's practice as well as their children's day-to-day routines, promoting a two-way dialogue. However, information relating to the Early Years Foundation Stage framework is not routinely shared with parents. Consequently, they are unable to fully consolidate their children's learning at home. Systems to share information about children's learning and development when they attend other settings to ensure continuity are evolving.

The childminder has recently been registered and has been childminding for a short period of time. She demonstrates a sound commitment to continuous improvement as she plans to attend more training to improve her knowledge and the outcomes for the children. For example, she is undertaking a level 3 diploma in early years. She is becoming more aware of the current childminding practice required. The childminder has started to reflect on her practice, although self-evaluation is still in its infancy.

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

The children make steady progress in their learning and development. The childminder has a satisfactory knowledge of the six areas of learning. She has begun to make observations and assessments in development files for the children. These include photographs of activities they engage in, but do not always identify what they are learning or their next steps for progression. Good levels of individual attention are given to children.

The childminder sings nursery rhymes with children to promote their language development. She fosters pre-literacy skills by providing opportunities for them to use felt pens and crayons. Children begin to learn about numbers and problem solving through activities, such as using computer software. They show interest

in games. For example, the childminder hides an object under a cup and then moves the cups around and asks the children to find the object; this further promotes children's problem solving and concentration skills. Children learn to value and respect their own and other people's cultures and customs through celebrations, such as Easter, Eid and Chinese New Year. Young children investigate early technology with increasing skill, pushing buttons to make noises and giggling with delight as they get the desired response.

The home is maintained to a suitable standard and food preparation areas are kept clean and tidy. The childminder demonstrates an understanding of what constitutes a healthy and nutritious diet. She provides snacks for children, which include fresh fruit and water to drink. Parents provide their own meals for the children and these are stored appropriately. There are many opportunities for the children to play outside in the fresh air and they walk to and from school and take advantage of the local park.

Children's understanding of their own safety is good. They are helped to develop their awareness of personal safety through daily discussions and practical activities, such as understanding road safety as they enjoy local walks. Fire safety precautions are in place and there is a clear system for evacuating the premises should the need arise. Children demonstrate a good sense of emotional security. They behave well, demonstrating an understanding of the set boundaries and expectations within the home. All are happy and confident, as the childminder uses a positive and consistent approach to managing behaviour, which takes into account children's levels of understanding and maturity.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
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	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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