

Inspection report for early years provision

Unique reference number	EY318555
Inspection date	07/12/2011
Inspector	Lynn Wordsworth
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 2006. She lives with her husband, and three adult children in a house in Leyton in the London Borough of Waltham Forest.

The whole of the ground floor and the bedroom on the first floor of the home are used for childminding. Toilet facilities are situated on the ground floor and there is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and both parts of the Childcare Register. She is registered to care for a maximum of six children under eight at any one time. There are currently five children on roll, four of whom are in the early years age group and they attend at different times of the week. The childminder is a member of the National Childminding Association. She walks to local nurseries and schools to take and collect children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a warm, welcoming, relaxed environment for children, where they enjoy a good variety of interesting and inclusive play activities. Children are making good progress in their learning and development. The childminder works closely with parents to keep them informed about their children's care and learning. However, she has to establish full relationships with other providers. The childminder is highly committed towards the continuous improvements of outcomes for all children.

What steps need to be taken to improve provision further?

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

- establish a two-way flow of information with other early years providers to ensure a collaborative approach to children's learning and development is fully achieved
- develop further links between observation, assessment and planning of activities that include children's current interests, in order to highlight their achievements or need for further support.

The effectiveness of leadership and management of the early years provision

The childminder's documentation is very well organised and provides an excellent framework for her practice. All persons living in the childminder's home are

suitable to have contact with children. She has an excellent understanding of child protection issues and has comprehensive procedures that promote the safety of all children. The childminder makes robust risk assessments for her home and all outings and trips. These are detailed covering all potential hazards. The childminder maintains effective procedures to follow when giving medication. She has good procedures to follow in the event of a child becoming lost.

The childminder has a good balance of high quality, age appropriate toys and activities. These are displayed attractively in a child-friendly play area so that children can access them easily and make active choices about their play. The childminder reflects on her practice through effective self-evaluation methods. She is fully aware of her strengths and areas that require further improvement. She is very positive to develop her practice to improve outcomes for children. Since her previous inspection she has attended further training and met the recommendations raised. For example, she requests parental consent to seek emergency medical advice and treatment, which means that she can act promptly and take appropriate action in an emergency.

The childminder makes positive steps to help all children and families feel valued and welcome. She gathers information from parents about children's home cultures and families so she plans for these in her everyday practice. The childminder also finds out about children's individual needs, such as their preferred foods, sleep patterns so that she can meet their requirements. Children regularly use a wide range of toys and activities which show positive images of diversity. They also take part in activities that help them learn about other cultures, such as tasting foods and looking at books. This helps them to learn about the wider society.

The childminder has established good working partnerships with parents. She informs them about their child's learning and development through daily discussion, and a range of documentation. Parents contribute to their children's learning and development. They have very positive comments about the childminder, they say, 'the childminder uses the children's interests well, my child mentioned a kite seen in a book, that weekend the childminder bought a kite and they spent the next week flying it.' The childminder has effective partnerships with other providers. She cares for children who attend other settings but has not fully established a two-way flow of information to ensure a shared approach to children's learning.

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

The childminder has a good understanding of the learning and development requirements. She makes effective observations of children's individual learning and records their development in their profile folders. Her records do not consistently show how she extends each child's learning, although she is able to describe how she mostly does this in practice. Children are confident, initiating their own play and show curiosity during adult-led activities.

Children have a close relationship with the childminder. This helps them to feel secure and confident. They behave well and show excellent negotiation skills, for example, when listening to the childminder reminding them about sitting in chairs. They take pleasure in looking at books and listening to stories. Children talk animatedly about a range of subjects, such as their visit to the fire station and cooking. Children develop their creative skills as they make designs and use a range of different materials. They select paints and use their imagination to mix colours and paint pictures. Children develop their problem solving, numeracy skills well as they piece together puzzles, and count. They develop their understanding of the world as they learn about different insects at recreational centres. Children explore information and communication technology, operating switches on toys and using the mouse to operate software programmes.

Children show a strong sense of security and understand safety within the home. They safely handle a range of tools, such as scissors and know how to use these correctly. Children regularly practice the fire evacuation drill so that they know what to do in an emergency. They show an exceptional understanding of the importance of following good personal hygiene routines, for example washing their hands and wiping their noses. They are very well informed about healthy eating and have excellent opportunities to choose healthy snacks and meals. They have good opportunities to develop various physical skills as they ride, balance, climb on soft play and ride on apparatus at the park. Children have access to drinking water throughout the day so that they do not become thirsty.

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	1
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	1
The extent to which children adopt healthy lifestyles	1
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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