

Inspection report for early years provision

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Inspection date	24/01/2012
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 registered in 2011. She lives with her partner and child in a two bedroom maisonette in the London Borough of Waltham Forest, within easy walking distance of shops, parks, nurseries and schools. The whole of the premises except the front bedroom are used for childminding and are easily accessible. Toilet facilities are available. There is an enclosed garden for outside play. The family has a pet cat.

The childminder is registered to care for a maximum of two children at any one time. There are currently two children on roll, both of whom are in the early years age group and they attend at different times of the week. The childminder is registered on the Early Years Register, and the compulsory part of the Childcare Register.

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 promotes a safe learning environment and children are happy, settled and secure. Children are making good progress in their learning and development and their care needs are met well. Effective partnerships with parents ensure they are well informed about their children's learning. However, a two-way flow of information with other providers has not been fully established. The childminder is motivated, has ambition and a clear vision for the service she offers children. She takes positive steps to improve outcomes for children.

What steps need to be taken to improve provision further?

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

- update the record of risk assessment to include any assessments of risks for outings and trips
- establish a two-way flow of information with other early years providers to ensure a shared approach to children's learning and development.

The effectiveness of leadership and management of the early years provision

The childminder's documentation is well organised and provides a good framework for her practice. She has a good knowledge and understanding of child protection procedures and has comprehensive procedures that promote the safety of all

children. All persons living and working in the childminder's home are suitable to have contact with children. The childminder risk assesses her home and outings to make sure that children are kept safe at all times. She keeps a full record of her risk assessments of her home but does not keep written record of her risk assessments for outings. This makes it difficult to review them before going out but does not impact on children's welfare since the childminder is able to describe how she protects children when they go on outings. The childminder is committed to continual professional development in this area. She has attended a range of courses that help her to protect children, for example, child protection and first aid.

The childminder provides a good balance of high quality, age-appropriate toys and activities. These are displayed attractively in child-friendly play spaces so that children can access them easily and make choices about their play. The childminder reflects on her practice through effective self-evaluation processes. She is fully aware of her strengths and areas that require further improvement. For example, she has plans to further develop her observations and record children's extended learning in planning documentation. She is very enthusiastic to develop her practice in order to improve outcomes for children.

The childminder takes positive steps to help all children and families feel valued and welcome. She finds out about children's individual needs, such as their preferred foods and sleep pattern so that she can meet their particular routines. They also take part in activities that help them learn about their own and other cultures, such as understanding about why people's skins are different tones of colour and tasting food. This helps them learn about wider society.

The childminder establishes good working relationships with parents. She informs them about their children's learning and development through daily discussion, and sharing learning journeys. They are also involved in the self-evaluation process to improve outcomes for children. The childminder has satisfactory outcomes with other providers. She cares for children who attend other settings but has yet to fully establish a two-way flow of information to support a shared approach to children's care and 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. She uses them to identify each child's next steps. Her records do not consistently show how she extends each child's learning, although she is able to describe how she does this in practice.

Children have a close relationship with the childminder, they happily move away from her and explore the surrounding toys. This demonstrates they feel secure and confident. They respond positively with the childminder with lots of babbling,

gurgles and they are beginning to say their first words. Children enjoy good opportunities to be creative. For example, they explore mark-making with crayons, the texture of paints. In addition, they enjoy dancing to music and making tunes with musical instruments. Children have good opportunities to develop skills for the future, such as investigating interactive resources, finding out what happens when they press the buttons. They enjoy looking at books both independently, as well as listening to the childminder read stories. Older children are developing skills to write and they are beginning to form letters of their name accurately. This will help their learning at primary school. Children are solving problems well, as they calculate how to fit different sized beakers into each other and they enjoy knocking them over. Children have wide opportunities to develop various physical skills as they become more confident to walk, and play on the recreational equipment in the childminder's garden.

Children feel secure in the childminder's home as there are a range of safety measures in place to keep them safe. They safely climb up onto the small chair and look outside at the rain falling in the garden. They are comforted as they fall asleep in comfort. All children practise the fire evacuation with the childminder's children. Children thrive on a healthy diet, such as, home cooked foods, fresh vegetables and fruits and they thoroughly enjoy their warm milk. Children are developing their independence as they take off their shoes and dress in warm clothes.

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	3
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:

Met