

## Inspection report for early years provision

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<b>Unique reference number</b>	141152
<b>Inspection date</b>	21/03/2011
<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.

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 1993. She lives with her husband and adult son in the Highams Park area within the London borough of Waltham Forest, within easy walking distance of shops, parks, and schools. The whole of the ground floor and the outside play cabin is used for childminding. There is a fully enclosed garden for outside play. The home is accessible to wheelchair users.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three may be in the early year's age range. The childminder is also registered by Ofsted on the compulsory and voluntary part of the Childcare Register. She is currently minding seven children in the early year's age group all of whom attend on a part time basis.

The childminder is a member of the National Childminding Association, for which she is a mentor. The childminder hold the following childcare qualifications NVQ level 4 and Montessori diploma in early education. She is presently studying for the Early years Foundation degree.

The setting supports children with special educational needs and/or disabilities.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder provides an inclusive, child-friendly, welcoming and safe environment for children, recognising that each child is a unique individual. They benefit extremely well from high-quality care and excellent learning opportunities while they are with her. She uses the Early Years Foundation Stage in practice extremely well to ensure that children enjoy, achieve and make very good progress. She makes significant relationships with parents, carers and others to ensure that each child's unique needs are identified and met. She has started to make formal evaluations of her provision and demonstrates continuous improvement through her successful implementation of the Early Years Foundation Stage

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

To further improve the high quality early years provision the registered person should consider:

- continue to develop the present system of self evaluation

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

The childminder provides excellent care for children in her welcoming and very well organised home. She uses her comprehensive knowledge of child development and the Early Years Foundation Stage to inform her practice. Children's health, well-being and safety are assured through clearly written and robust policies and procedures. Children are effectively safeguarded because the childminder has a comprehensive knowledge of child protection issues and her policy and procedure meets the guidance of the Local Safeguarding Children Board. Policies are shared in writing with all parents and include the procedures to follow should an allegation being made against herself or a member of the household. She ensures through careful checking that only those authorised to collect children from her care are allowed to do so. There are detailed and thorough risk assessments of all aspects of her provision in place to protect children from harm.

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 developments 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 also provides parents with questionnaires to ensure they are happy with the service she provides. Parents made extremely positive comments about the childminder and the care she is providing for their children. Children's 'observation and assessment profiles?', 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 has made excellent links with other services used by minded children, The childminder organises resources with full regard to each child's age and stage of development. Children can access toys appropriately and are confident that the childminder will be responsive if they need further resources to continue their play.

The childminder recognises each child is a unique being and works closely with parents and others to identify and meet their individual needs. Children learn to value and respect differences through simple discussions of every day observations. She has a high regard for equality and diversity and helps children learn to recognise and value the differences they observe in others. The childminder realises the value of working with other services and there is much documentary evidence to show how she takes a holistic approach to consider the care offered by the wider community. She is an active member of a local childminders' group and she is also a established mentor for new childminders and is committed to ongoing professional development. She has completed NVQ level 4 and is presently studying for the Early Years Foundation degree. Children flourish and make very good progress in the thoughtful and intelligent care of this excellent childminder. The childminder has a clear view of her strengths and accurately identifies areas she wishes to improve that will have a substantial impact on the level of care provided for the children.

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

The childminder has excellent systems in place to ensure children make good progress across all areas of learning. She has comprehensive observation and assessment records to monitor and record children's progress, which are linked to the Early Years Foundation Stage and used to identify their next steps for learning. She then matches their progress to the different aspects within the six areas of learning, using practice guidance for the Early Years Foundation Stage extremely well. Her recordings are held in children's individual 'learning journey' files, which provides a lovely record for parents of what their children can do and their developing skills. The childminder plans and adapts activities according to children's individual needs and to ensure each child reaches their full potential. Flexible plans are in place to allow the childminder to respond to children's interests and to ensure each child is happy and engaged in their learning and play. Children are able to make their own choices, as there is a very good balance between adult-led and child-initiated activities. Children are extremely confident in the childminder's care and have very positive relationships with her. They are very engrossed in a wide range of worthwhile activities and experiences which the childminder successfully uses to encourage, challenge and to help them develop. Spontaneous play, used well by the childminder, provides continuous opportunities to test what children know. Children are supported extremely well by a highly knowledgeable individual who knows and respects their interests and individuality. Consequently, children make extremely good progress in their time with the childminder and are highly active learners.

All children are very happy and extremely content in the childminder's care. They receive warm, natural interaction and they snuggle into her for cuddles when they wake up, therefore, they feel very safe and secure. The childminder interacts extremely well with the minded children, ensuring she takes every opportunity to help children develop their skills. For example when walking home from nursery they talk about what the children had done at nursery, what direction they should take home and what they had done over the weekend. Babies communicate through babbling, smiles and the childminder responds well to them, further encouraging their early language skills with lots of eye contact and continuously talking to them. For example, at snack time she asks what they want and encourages them to say 'thank you' or 'ta', to which they responded by saying 'ta'. Whilst out she talks to the baby in the buggy about the sun shining and spring arriving. Children make excellent progress in their social skills and confidence, as they have regular opportunities to attend local toddler groups. They also regularly participate in outdoor activities, including visits to the park, as well as using the well resourced outdoor space. Children visit the library where they have opportunities to choose their own books. Children's knowledge and understanding skills are extremely well supported due to the extensive range of resources and planned activities. Children enjoy investigating as they explore the well designed digging area where they access stones and logs, items such as cars and trucks are added to further extend their learning. They become engrossed in the allotment

area at the bottom of the garden, where they plant vegetables such as tomatoes, potatoes, and cabbage and then use them for lunch. A well equipped sensory table and treasure basket enables children to examine different textures such as shells, cork and metal. A well resourced role play area provides children with a wide range of opportunities to develop and expand their imaginative skills. Children have the opportunity to indulge with information and technology as they access the ICT area where they have access to equipment such as cassettes, headphones, and a computer. They relish as they participate in creative activities such as painting and water play and spend a considerable amount of time playing with the sand where they make sand castles and discuss who would live in the castle.

Children's good health and well-being are being promoted extremely well. Highly effective procedures are in place to ensure children are cared for appropriately when ill. This reduces the risk of the spread of infection. Essential information on children's dietary requirements is sought before the children attend to ensure these are met. Children are encouraged to develop good habits and behaviour through the effective strategies implemented by the childminder. She has realistic expectations in accordance with each child's age and stage of development and is a positive role model. She positive strategies to help children behave well and uses lots of praise and encouragement as a reward for positive behaviour.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### 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>	1
The extent to which children achieve and enjoy their learning	1
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	1
The extent to which children develop skills for the future	1

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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

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