

Inspection report for early years provision

Unique reference number	EY432177
Inspection date	16/02/2012
Inspector	Jill Nugent

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 2012

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 husband and one child, aged two years, in a house in Wanstead in the London Borough of Redbridge. The whole of the house is used for childminding and there is a secure garden available for outdoor play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children under eight, of whom no more than two may be in the early years age group, at any one time. Currently she has two children on roll in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a welcoming and inclusive environment for children where they take part in a variety of enjoyable play activities. She promotes children's learning effectively through her lively interaction, actively encouraging children to develop new skills. She prioritises children's well-being so that all children keep safe and healthy in her care. The childminder has a close working partnership with parents and this contributes to children's individual needs being met well. She is beginning to actively reflect on her childcare practice so that she can continually improve the 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:

- develop the use of self-evaluation to enable reflection on all aspects of the childcare practice and continually improve the outcomes for children.

The effectiveness of leadership and management of the early years provision

The childminder's paperwork is well organised and provides a sound framework for her practice. She has effective procedures in place to promote the safeguarding of children in her care. She is vigilant concerning risk assessments, making good use of these to minimise potential risks both at home and on outings. She has completed her initial childcare training and holds a current first aid certificate. All her records relating to children's health and safety are well maintained. She has a good understanding of safeguarding issues and knows what to do if she has any concerns about child protection.

The childminder has organised her resources to make excellent use of the space available and offer children a wide choice. In this way she enthuses children to take part in a range of learning experiences, for example, dressing up, creating pictures or sharing books. She sets out table-top activities before children arrive so that they are able to join in whenever they wish. Her resources include several that reflect diversity and so encourage an awareness of different cultures. The childminder makes sure that all children feel included by joining them in play and engaging them in conversation. She is flexible in her approach, allowing children plenty of time to explore. As a result children play harmoniously in a friendly, relaxed atmosphere.

The childminder provides clear and detailed information for parents about herself and her childminding practice. She requests information from parents about their children, using a specially designed 'all about me' booklet. This gives her starting points for moving children on in their learning and development. She feeds back to parents daily and encourages their involvement through exchanging information about their children's progress. She is aware of the need to work in partnership with other professionals and providers, if necessary, to maintain continuity of care for individual children.

The childminder has previous experience of working with children and is aware of her key strengths. She is keen to develop her practice, for example, to explore different cultures and festivals to help children learn more about diversity in a wider world. She has attended extra training to support her in setting up a system of observational assessment so that she can plan effectively for children's individual developmental needs. The childminder is proactive in seeking support and guidance to further her own professional development, although she is not yet making use of a system of self-evaluation to reflect on all aspects of her practice.

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

Children are extremely well settled and content in the setting. They are eager to join in play and chat happily with each other. They especially enjoy the freedom to make independent choices. They are aware of the childminder's expectations and consequently are well-behaved and polite. The childminder helps them to negotiate with others if there are any disputes. She encourages positive attitudes through the use of individual sticker charts. These help children to gain respect for others and their needs. Children benefit from the childminder always having time to talk with them and to listen to them. In this way she is able to reassure them and help them gain self-confidence. Consequently children become enthusiastic learners and display much pride in their achievements.

Children show a keen interest in the activities on offer and especially like to be creative, for example, using various tools and materials to make books about their own families. Children's interest is maintained by the childminder as she finds extra resources and encourages children to experiment. She is adept at enhancing their learning experiences through her offers of help and ideas. In this way she

stimulates children's imagination and challenges them to extend their use of language, so that they develop useful skills for the future. The childminder creates learning journey books for each child using written observations, photographs and examples of work. These provide an attractive record of children's progress towards the early learning goals and guide her future planning.

There are various safety measures in place in the childminder's home so that children are encouraged to feel safe and secure. The childminder talks with children about safety issues in the home and how to keep safe on walks. Children enjoy visits to the library, and park, and the childminder makes use of a nearby children's centre to offer young children extra play activities. Children are encouraged to adopt healthy lifestyles as they learn about good hygiene practices and eat healthy foods. The childminder's menu is well balanced with a selection of nutritious meals. Children are offered choices at mealtimes, for example, when making their own sandwiches. The childminder is careful to take account of children's dietary needs, as well as taking into account parents' wishes regarding their children's diets.

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
--	---

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