

Inspection report for early years provision

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Inspection date	10/04/2012
Inspector	Sharon Henry
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*.

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Description of the childminding

The childminder was registered in 2011. She lives with her husband and adult daughter in the Leyton area in the London Borough of Waltham Forest. She lives close to shops, parks, schools and public transport. The whole of the ground floor is used for childminding and there is an enclosed garden for outside play.

The childminder is registered on the Early Years Register. She is registered to care for a maximum of three children in the early years age group. When working with an assistant her numbers may increase to six children in the early years age group. She is currently minding six children in this age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled and confident and make good progress. The childminder provides an inclusive environment where every child's unique needs are fully met. Good partnerships with parents enable the childminder to meet children's learning and care needs well. Overall, children's understanding of healthy lifestyles is promoted appropriately. The childminder demonstrates a good capacity for continuous improvement although her systems for self-evaluation are still in their early stages.

What steps need to be taken to improve provision further?

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

- help children understand that good practices with regard to hygiene can contribute to good health
- develop further the systems for monitoring and evaluating the setting to identify strengths and prioritise development to improve the quality of provision for all children

The effectiveness of leadership and management of the early years provision

The childminder has a clear knowledge and understanding of safeguarding children procedures and has attended training in child protection. This knowledge is underpinned by a clear policy which is shared with parents. The childminder understands the importance of informing Ofsted of any changes and all adults within the home have undergone suitability checks which further safeguards

children. Risk assessments are in place to help ensure that hazards are identified and minimised and daily checks further improve safety for children. The childminder supervises the children carefully and checks that the toys and materials they use are safe and appropriate for their ages. She teaches children to take acceptable risks, allowing them to try things for themselves in a safe and secure environment. For example, younger children are supported when going upstairs.

Children benefit from a warm and welcoming environment which helps them to feel settled, safe and happy in their surroundings. The childminder has a positive approach towards equal opportunities issues. She respects each child's individual personality and abilities and enables them to make significant progress from their unique starting points. Children with English as an additional language are well supported because the childminder talks to them in their home language and follows cultural traditions in relation to food and personal care. Children benefit from a good range of resources. Toys and equipment meet the needs of the children, provide suitable challenges and most are easily accessible.

The childminder works closely with parents and carers. Detailed information is gathered and exchanged from the outset to ensure children's individual needs are continually met. Parents and carers are kept well informed about their child's care and learning through the childminder's highly effective systems. For example, informative daily sheets and in-depth discussions provide parents with detailed information about their child's care routines. None of the children currently attend other settings but the childminder is aware of the importance of a shared approach to children's care and learning.

The childminder has begun to reflect on her practice to ensure that children have good quality experiences and can make good progress in their learning and development. However, her systems for self-evaluation are still in their early stages. The childminder is keen to drive and secure continued improvement and has attended a variety of training courses to develop her knowledge of the Early Years Foundation Stage. This has enabled her to use her professional knowledge and skills to best effect.

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

Children are settled and play happily. They have a good relationship with the childminder and enjoy having a cuddle on the sofa with her. The childminder provides activities and resources that the children enjoy. All of the activities meet their individual stages of development and differing learning styles. The childminder observes and records children's learning using photos and text. She links the observations made to the six areas of learning and uses them to identify children's learning priorities.

The childminder nurtures children's language and communication skills by talking and listening to them and sharing books and stories. She continually chats to the children both in English and Bulgarian. Children develop a positive attitude to exercise and have many opportunities to explore a variety of physical movements in the garden, in local parks or at local children's groups. They enjoy dancing to nursery rhyme DVDs as they follow the instructions and jump, wiggle and clap their hands. A good range of creative resources provide children with the opportunity to explore different materials and use their imagination.

The childminder uses everyday opportunities to support children's understanding of numbers, shapes and colours. For example they count the spider legs and she discusses the colours of utensils while serving lunch. Children are developing good social skills and a sense of responsibility for their actions. The childminder uses encouragement and positive reinforcement, such as stickers, to reward children as they share, help to tidy up or follow rules. Children are learning respectful attitudes and show respect for themselves, others and their environment. The childminder is active in supporting children's self-help skills as they are encouraged to take their shoes off and put their slippers on when they come in. Consequently children are becoming independent and learning valuable skills for the future.

Children are helped to understand about keeping themselves safe as they regularly practise the childminder's evacuation procedure and younger children are reminded not to climb on the table as they may fall. Children develop a suitable understanding of healthy lifestyles. For example, snacks include healthy options such as fruit and children wash their hands before eating. However, they share a towel and some drink from other children's cups. This puts children at risk of cross infection and does not help them learn fully about good hygiene practice.

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	3
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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