

## Inspection report for early years provision

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<b>Unique reference number</b>	EY435414
<b>Inspection date</b>	17/04/2012
<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.

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## **Description of the childminding**

The childminder registered in 2011. She lives in the Highams Park area within the London Borough of Waltham Forest, close to shops, parks, schools and public transport. The whole of the ground floor is used for childminding purposes. There is an enclosed garden for outside play. 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 years age range. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently minding two children in the early years age group. The childminder has a cat.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children within the Early Years Foundation Stage enjoy their time with the childminder. They make good progress in their learning and development and, overall, their welfare is strongly supported. The childminder knows each child well, recognising their uniqueness, which helps her to meet their individual needs. The childminder fosters positive relationships with the children and parents. She liaises with other providers of the Early Years Foundation Stage, which further promotes inclusion for all children on roll. Overall, the environment is safe, secure and supports learning, although opportunities for children to choose resources independently are sometimes restricted. Self-evaluation processes are beginning to develop. However, the childminder has a firm commitment to continuous improvement of her practice to further enhance children's outcomes.

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

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

- develop the environment to improve children's ability to choose their own toys and activities, and initiate their own play
- develop further the use of self-evaluation to encourage a culture of reflective practice and identify aspects of the childcare provision that require further improvement.

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

The childminder has a clear understanding of her responsibilities regarding child protection to ensure children are safeguarded and shares this information with

parents through her written policy. Thorough risk assessments undertaken help to ensure that possible risks are identified and minimised, both indoors and outside of the home. For example, daily visual checks are completed before the children arrive to ensure the home is safe, secure, and suitable. Children feel safe to move with ease and comfort around the home. There are clear procedures in place to enable the childminder to respond to emergencies, such as the seeking of emergency medical attention, or a lost child. Security of the premises is robust, and procedures for arrival and departure ensure that children are handed over safely to a known adult. Established fire evacuation procedures ensure children are protected. The childminder is very clear about her individual responsibilities and has clear procedures for visitors to the home.

The childminder has worked hard to devise a robust range of documents, policies and procedures, to ensure that children are safe, well cared for and make good progress in their learning and development.

Partnerships with other providers who deliver the Early Years Foundation Stage are beginning to be established. The childminder has started to exchange information and has a good awareness of how this partnership will develop, in order to ensure consistency and coherence in children's learning and development.

Effective working partnerships with parents and carers are very well established. From the onset, the childminder finds out as much about the child as possible, to assist her in meeting their needs. This is effectively maintained, because the childminder shares information daily in written form, as well as in discussions at the beginning and end of the day.

The childminder is proactive in creating and promoting an anti-discriminatory home environment. She has a very positive attitude and an inclusive approach, which ensures all children are treated with equal concern. Children benefit from a suitable range of resources that supports children's overall learning. However, the opportunities for children to choose resources independently are sometimes restricted, due to the organisation of space and resources.

The childminder has started to consolidate systems for ongoing reflection to monitor practice, although evaluation of the provision is not robust in terms of how it will improve outcomes for children. The childminder's good knowledge of the Early Years Foundation Stage framework enables her to plan and provide many opportunities for children to extend their learning and development. She demonstrates a good commitment to personal and professional development by accessing training opportunities offered.

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

The childminder has a good knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. She has introduced a system for assessment and observations of children's development under the six areas of learning. She plans a balance of adult-directed and child-led activities. Children's starting points are clearly identified with parents on admission,

which forms a baseline to identify appropriate next steps in learning for individual children. Records include observations and examples of the children's work. In addition, the childminder is developing photographic evidence to show children at play. Children are happy and confident in the childminder's home. The childminder knows children well and has a good understanding of children's likes, dislikes, and capabilities. She skilfully develops children's early language and communication as she engages in conversation and uses resources to promote their interests. As a result, informal learning opportunities are maximised and children are offered appropriate challenges throughout the day to extend their knowledge and learning.

There are good opportunities for children to develop creative skills with a varied range of textures for them to explore. For instance, children regularly paint and use a variety of materials, such as glue, pipe cleaners and tissue paper, to create their own placemat. Children develop their early literacy skills, because the childminder ensures they have lots of good quality experiences to promote these skills. For example, children have access to a range of age- and stage-appropriate books, which they enjoy. This helps to foster their enjoyment of books and their understanding that print carries meaning. Children enthusiastically develop their imagination as they enjoy music, movement, and dance to their favourite songs. They are learning the benefits of exercise, as they have regular access to the back garden and local parks. Children have warm relationships with the childminder evidenced by the manner in which they come close to her and talk confidently with her. Their social skills develop and they enjoy being with other children of different ages. They begin to learn about the local community as they visit places of interest, such as the library.

Children's health and well-being is promoted successfully. Exercise and a healthy menu mean the children are well supported to develop a healthy lifestyle. Children enjoy outdoor play and are encouraged to understand that physical exercise is good for their bodies. Children's personal hygiene skills are well developed, because there are well-established daily routines in place. They have individual face cloths and towels, and regular hand washing is promoted. Visual prompts remind children to wash their hands and flush the toilet. Children's behaviour is good and reflects the role model provided by the childminder. Celebrations of different festivals support learning about different cultures and reflect diversity positively.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
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	3
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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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