

Inspection report for early years provision

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Inspection date	30/04/2012
Inspector	Christine Bonnett
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.

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Description of the childminding

The childminder registered in 2005. She lives with her husband and two adult children in Leytonstone, in the London Borough of Waltham Forest. The ground floor of the house is mainly used for childminding and there is a fully enclosed garden for outside play. The childminder is registered to care for a maximum of six children aged under eight years at any one time; of these, three may be in the early years age group. She is currently minding one child in this age group. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a safe, caring and homely environment for children. They enjoy their play and make good progress in all areas of learning and development. The childminder forms effective working relationships with parents to ensure that she knows each child's individual needs and that she provides consistent and appropriate care. Links with other early settings the children attend are less well established. The childminder demonstrates her commitment towards reflecting upon her practice and maintaining continuous improvement in order 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:

- establish effective links with children's schools/nurseries to share relevant information for continuity and coherence in their learning

The effectiveness of leadership and management of the early years provision

The childminder has a good knowledge and understanding of her responsibilities towards safeguarding the well-being of the children in her care. She has recently attended training to ensure she has up-to-date procedures to follow to report any concerns. The detailed risk assessments for outings and all areas of her home enable her to identify and minimise obvious safety hazards. Children learn how to keep themselves safe. The childminder uses resources published by a road safety organisation to help them understand the dangers on the road and how to avoid them. In addition, the childminder maintains all the necessary records and documents required for the efficient management of the setting and the well-being of the children.

The childminder works effectively with parents. She uses 'Record of individual need' forms to obtain all relevant information from them about their child at the beginning of an arrangement. The in-depth daily exchange of information contributes towards ensuring that children receive appropriate and consistent care. As part of the inspection process, parents supplied comments about the childminder's provision. They comment that they have an excellent rapport with her and that she interacts kindly with the children within a clean and loving environment. The childminder's links with other early years settings the children attend are less well established. Although some information about their well-being is shared with them, it does not include children's progress in their learning. There are currently no children in the childminder's care who need support from other agencies. However, the childminder is aware of the need to work in partnership with all other parties if the need arises.

Since her last inspection the childminder has reflected upon her practice and made some significant changes to improve and develop her work for the benefit of the children. She has attended refresher training focusing on the learning requirements of the Early Years Foundation Stage to fulfil the recommendation that was made at the inspection. She has gained knowledge of the learning areas, and how to implement them in her work to promote children's learning and development. As a result of this she has also reassessed the quality of her resources to ensure that they also support children's learning. Furthermore, the childminder now has additional space in her home in which to provide a wider range of play experiences. The childminder is keen to keep up-to-date with relevant childcare issues by reading appropriate websites and attending further training.

The childminder promotes equality and diversity by respecting children's individuality. She has resources, such as books and role play clothes that reflect diversity in the wider world. She also talks to children about different religious festivals and customs. The childminder's home is conducive to children's learning. They have a plenty of space to explore the play equipment in comfort and safety. Resources are readily available for them to access as they choose, thereby fostering their independence. The colourful posters on the wall also help to create a child friendly environment as well as supporting learning. These include number and alphabet posters. The childminder helps children make the best of the play materials by sitting with them extending their play.

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

Children enjoy their play and become active learners. The childminder provides a varied range of purposeful play with a good balance of adult-led and child-led activities. She observes the children to assess their stage of development in each learning area and uses her findings to plan the next step in their individual learning journey. The childminder understands how one well planned and resourced activity can incorporate all areas of learning. For example, children thoroughly enjoy

making dough with the childminder. They help tip the flour into the bowl, watch it change colour as the water and colouring is added and help to mix it altogether. They then have great fun kneading it, rolling it and cutting out shapes. Children develop skills for the future by routinely looking at books either on their own or with the childminder. They enjoy naming the items as they look at favourite picture books together. Building and counting with blocks helps children develop numeracy and problem solving skills. Children learn about technology and how things work as they press buttons and listen to the sounds of the programmable toys. Children also enjoy role play by dressing up and playing with the tea set.

Children learn the importance of adopting a healthy lifestyle. They become familiar with the requirement to wash their hands before eating and at other appropriate times. They enjoy fresh fruit and snack time, and the posters on the wall re-enforce the healthy eating message. Children benefit from physical exercise as they play in the back garden. They play bat and ball games and generally run around. They also enjoy picnics in the garden in good weather.

Children's growing confidence is supported because the childminder creates a caring and calm environment. Children behave well and play happily on their own or with the childminder. They respond positively to praise and encouragement. The childminder has house rules that she applies consistently, these include taking off shoes and sitting down to eat. Knowing what is expected of them helps children develop good self-esteem and a sense of belonging. Children show that they feel safe with the childminder as they are relaxed and content in her care and enjoy her warm interaction.

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