

Inspection report for early years provision

Unique reference number	EY438304
Inspection date	09/05/2012
Inspector	Jill Nugent
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.

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 lives with her parents and three adult siblings in a house in South Woodford. Her mother is also a registered childminder. The family has two pet rabbits. The downstairs of the home is used for childminding and children share access to a secure garden for outdoor play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for of six children under eight years at any one time, of whom three may be in the early years age group. When working with her mother, they may care for nine children under eight years of age at any one time, of whom five may be in the early years age group. Currently she has one child 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 offers an inclusive and stimulating play environment. She promotes children's welfare effectively through her health and safety procedures. She makes generally good use of her observations of children's progress to extend their learning. The childminder liaises closely with parents to ensure she caters for children's individual care needs. She has started to evaluate her childcare practice and maintains a good capacity for further improvement.

What steps need to be taken to improve provision further?

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

- develop further the use of self-evaluation to enable reflection on all aspects of the childcare practice.
- extend the range of learning experiences on offer, particularly in the outdoor environment.

The effectiveness of leadership and management of the early years provision

The childminder's documentation is well organised and provides a competent framework for her practice. She has a good understanding of safeguarding issues and effective procedures in place to safeguard children. All adults living on the premises have been vetted. The childminder has carried out risk assessments on her home and for various activities and outings, helping to minimise any potential risks. She is vigilant about safety and reviews her risk assessments as soon as the need arises. The childminder's records concerning children's health and safety are well maintained. She knows what to do and where to seek advice if she has any

child protection concerns.

The childminder is experienced at working with children and has a good knowledge of childcare practice. There is a designated playroom where children choose from a wide range of interesting resources. The childminder uses her time well, interacting enthusiastically with the children to promote learning through play. She is fully aware of children's individual care needs and routines. She has a calm and relaxed approach and is a good role model. Children learn to show respect for others and develop a good relationship with the childminder's family and other children in the setting. Children learn about diversity in the wider world through books and toys that reflect different cultures. They also take part in activities linked to special celebrations.

The childminder provides useful written information for parents about herself and her family. She works closely with parents to settle new children, ensuring they have plenty of time to get to know her. Parents appreciate the daily diaries that keep them well informed about their child's day and activities they have enjoyed. The childminder takes into account the views of parents, regarding children's care and any particular requests. She shares photographs and records of children's learning with parents, so that they can be involved in their children's learning. She is aware of the need to work in partnership with other professionals and providers, when necessary, to maintain continuity of care.

The childminder has completed her initial required training in childcare and attended extra training in health and safety. She makes the most of opportunities to attend interesting training courses, such as sign language. She is keen to continue developing her knowledge of the Early Years Foundation Stage. Since registration she has worked hard with her policies and procedures and established a good working relationship with parents. The childminder has started to reflect on her overall practice and to note points for possible further development. However, she is not yet using self-evaluation effectively to reflect on all aspects of her practice and how she can further improve outcomes for all children in her care.

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

Children are very content and play happily. The childminder has effective strategies in place to manage children's behaviour, so that they are aware of the boundaries. Children enjoy the freedom to move around making independent choices. They develop close relationships with the childminder and gain plenty of self-confidence. The childminder actively follows up children's interests and engages them in conversation while they play together. She encourages children to explore and learn through discovery. Children have fun investigating different toys and enjoy lots of praise for their achievements. They develop an open attitude towards learning, enthused by the childminder's involvement in their play.

The childminder is adept at maintaining children's interest. She introduces different toys, helping children to find out how things work. She encourages the use of new

words, such as hard and soft. Children show great interest in the play activities and become absorbed in their exploration at times. They show good levels of concentration while they persist at their chosen task. The childminder encourages children to develop new skills by setting tasks for them, for example, to stack coloured shapes. They learn to use different senses while investigating items in a treasure basket or taking part in action rhymes. The childminder moves children on in their learning. She introduces new experiences that are linked to their observed learning needs; for example, exploring paint in a new way. However, the scope of new learning opportunities is a little limited, particularly in the outdoor environment.

Children are well supervised. They feel safe in the childminder's care and she is always on hand to offer help and support. She talks to the children about how to keep safe in different situations. Children have good opportunities to participate in activities at play groups or to visit a park or farm. They learn about cultural and religious festivals, while making cards as gifts. The childminder offers a range of healthy snacks and meals, which encourage children to adopt healthy eating habits. Children learn about good hygiene and are encouraged to be independent at mealtimes. The childminder prioritises children's well-being, for example, having set routines so they feel secure. Children enjoy opportunities for one-to-one attention, which helps them feel included and valued as individuals.

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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