

Inspection report for early years provision

Unique reference number	EY335505
Inspection date	21/05/2012
Inspector	Karen Scott
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 2006. She lives with her husband and four children, three of whom are school aged and one is a pre-schooler. They live in Walthamstow, London, close to shops, parks, schools and pre-schools. The whole of the downstairs is used for childminding. There is an enclosed garden for outdoor play with steps leading to it. The family has a cat. The provision is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of four children under eight years at any one time; of these, no more than two may be in the early years age range. She is currently minding one child in the early years age group. She also offers care to children aged over five years to 11 years. The childminder takes and collects children from the local school and attends several toddler groups on a regular basis. She is a member of an approved childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children play in a safe, secure environment where the childminder finds out about their routines and requirements to offer individual care and suitably meet their needs. However, the assessment process is not well developed to secure children's progress towards the early learning goals and to offer a broad, varied curriculum. The childminder is taking steps to improve her practice and demonstrates satisfactory capacity to maintain improvement. Parents, carers and children's views and opinions are valued and the childminder acts on recommendations for improvements made at previous inspections. However, she is not evaluating her own practice robustly to use her own ideas to evolve her service. Overall children are happy, secure and enjoy their time with the childminder.

What steps need to be taken to improve provision further?

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

- develop the assessment process to note children's progress towards the early learning goals and monitor to check there is a balance across the six areas of learning
- build on reflective practice and self-evaluation to identify strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

The childminder undertakes thorough and robust, risk assessments for her home and visits to the local area, taking action to minimise any identified risks. For example, she escorts children down the steps into the garden, in order to help keep them safe. Participating in safeguarding training helps the childminder to keep abreast of current guidelines. The childminder has a good understanding of her role in the safeguarding of children, having clear procedures in place. Children make choices about what they play with from a satisfactory range of resources. They are free to move toys and resources around the home to extend on their learning. They benefit from positive interaction from the childminder, who plays with them while modelling behaviour and using questions to build on their learning.

The childminder values the views and opinions of children, their parents and carers. She asks them to fill in questionnaires that help her to evaluate the care she is offering and make improvements to meet their needs. However, the childminder does not give robust consideration to her strengths and weaknesses and where she would like to improve outcomes for children. The childminder does participate in training that helps her to keep up-to-date.

The settling-in process is flexible to meet the needs of children and families, making this a successful period. The childminder invites parents to share information that will help her to meet individual needs. Children celebrate a range of festivals, including those that are important to them and their families. The childminder helps children to respect each other and their different cultures. Other settings satisfactorily keep the childminder informed as to how children have been. When the childminder collects them, they give her information to share with parents and carers. However, there are missed opportunities to share children's developmental journeys, in order to work together to further support children's learning and development. Parents and carers have access to detailed policies and procedures that help them to understand the childminder's practice. The childminder keeps them informed about their child's day through daily chats and is also willing to share daily diaries, if requested. The childminder values parent's wishes, respecting their requests on childcare. Parents and carers write that they are happy with their choice of childcare and that their children enjoy being with the childminder.

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

Children feel safe and secure with the childminder, having a strong sense of belonging. Reminders about how to play safely, and the reasons why, help children to take charge of their own safety. For example, the childminder asks children to sit correctly on chairs, giving a clear explanation as to why they should. She

practises regular fire evacuations so that children are prepared in case of a real emergency. Good interaction with the childminder helps children to feel safe and they readily turn to her for support when required, knowing that they will receive this. Children are independent users of the bathroom and know that they wash their hands before eating. They enjoy a range of healthy and nutritious foods, having favourite foods, of which the childminder is aware. Lunch time is a social occasion with children engaged in much conversation. Children regularly engage in physical exercise, helping them to well understand the importance of this as part of a healthy lifestyle. They take charge of their own well-being, relaxing on the settee when they are in need of a rest.

Children form strong friendships, drawing others into their play, sharing resources and taking turns. Children know their own minds and explain to others how they are feeling, understanding right from wrong. They are kind towards one another, fetching toys that will extend on others play. They discuss time and how they are changing and acquiring new skills as they grow older.

Play is child led and children know exactly what toys are available so that they are soundly engaged in their play. Mathematical understanding is part of all play as children count, compare and contrast. The environment is conducive to discussion and children continuously chat to each other as they play, talking through what they are doing. Children enjoy drawing and use a range of tools when playing with dough. They enjoy playing skittles and riding on toys in the garden. Children's understanding of the wider world enables them to take on a variety of roles when playing, using real and pretend resources to support their play. Visits to places of interest in the local area are used suitably to build on children's knowledge and understanding of the world.

The childminder knows children soundly. She is aware of their likes and dislikes when playing and discusses the developmental process children have made with their parents. However, she does not routinely observe children in order to help her plan activities that will build on their learning across all areas. As a result, she misses opportunities to further build on their development and improve outcomes for them. Children think critically as they play, concentrating and developing the ability to solve problems. This helps to develop satisfactory skills for the future, including when they attend formal education.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
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	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3

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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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