

## Inspection report for early years provision

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<b>Unique reference number</b>	EY355528
<b>Inspection date</b>	20/02/2012
<b>Inspector</b>	Denys Rasmussen
<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 2007. She lives with her school aged child. They live in a central area of Walthamstow in the London Borough of Waltham forest. Their home is within walking distance of public transport, local schools, shops and parks. The ground floor of the property is the main area used for childminding. An enclosed garden is available for outside play. The family has a pet cat. The childminder supports children learning English as an additional language.

The childminder is registered to care for a maximum of six children under eight years at any one time and of these three may be in the early years age range. There is currently one child on roll on a part-time basis in the early years age group. The childminder is registered on the Early Years Register and 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 enthusiastic and motivated childminder uses effective self-evaluation systems to continually improve her practice which demonstrates a strong capacity for her to maintain continuous improvement. Children's welfare is well supported in the childminder's welcoming and safe home. Overall, experiences provided for children support their learning successfully. The childminder works closely with parents to find out children's individual needs to meet their continually changing needs well.

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

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

- develop the use of the garden to fully exploit opportunities for children to investigate the natural world.
- learn and use key words in the home languages of young children in the setting to support their communication skills.

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

The childminder's comprehensive risk assessments enable her to put measures in place to protect children. For example, after a minor accident when a child pulled the stair gate off, she re-evaluated the risk and installed the stair gate more robustly. The childminder has a good understanding of the procedures to follow if she has a child protection concern. Furthermore, she has expanded her written policy into a comprehensive document for parents' information. The childminder is very eager to improve her practice and works closely with the local authority to

identify her strengths and weaknesses. She has improved her practice since the last inspection by gaining written permission from parents to transport children in her car and she has repaired the drain. She is completing a Children and Young Peoples Workforce Diploma, which demonstrates her commitment to continuous improvement. She uses parental questionnaires to seek their opinion of her service and discusses good practice with other professionals. The childminder has clear and comprehensive policies and procedures because she reviewed and improved them.

The childminder is careful not to gender stereotype her toys and activities and her stimulating variety of play resources are easily available to all. She takes into account the age and ability of the children when providing activities so all children can participate. The childminder takes detailed information about the child and their starting points developmentally along with information about their background and individual needs. This supports her to provide good appropriate care and learning. The childminder supports children learning English as an additional language by searching for nursery rhymes and storytellers on the internet in the child's home language. However, she does not find out from the parents key words in the child's home language to fully support their communication skills.

The children do not currently attend other settings. However, the childminder is aware of the need to build effective partnerships with other providers if children attend other settings, to provide consistency. She is more than willing to liaise with other professionals should the need arise. The childminder fosters good relationships with the parents. She welcomes the parents' views and suggestions and respects their wishes in the care of their child. They are given a well-presented booklet about her service and they have access to her portfolio housing her policies and procedures. The childminder shares information with parents about their children through daily discussion or through written notes in her diary. Parents are very happy with the service provided. They comment that the childminder 'takes good care' of their children and that she has 'bonded well' with their children who are 'always happy to see her'. Parents also report that the childminder 'keeps their children safe from harm' and 'deals with things in a calm and collected manner'.

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

The childminder uses her sensitive observations and photographs of the children to track their development and plan for the next steps in their learning. Her activity plans effectively identify proposed learning outcomes for each activity. Children develop their problem solving and numeracy skills when they complete simple puzzles and press a button on a toy bus to produce a sound. The children enjoy sitting close to the childminder and reading a book with her. Her constant playful interaction and singing of action songs and nursery rhymes supports their developing language. They enjoy experimenting with textures when manipulating play dough or dipping their hand in the corn flour mixture. Children enjoy exploring

the treasure basket by rubbing objects on their faces to feel the texture of the knobbly wood.

Children attend local groups most days where they engage in challenging physical play and practise their social skills. The childminder takes the children to local parks where they can run around in an open space in the fresh air. However, she does not fully exploit the use of her own garden to provide opportunities for children to investigate the natural world. Children are very settled and content and happily snuggle up with the childminder for a nap. Loving and caring relationships with the children are evident supporting them to feel safe and secure.

Children learn about healthy lifestyles. Snacks and meals are nutritious and freshly prepared, taking into account children's likes and dietary needs. Children are encouraged to have active lifestyles through physical play and regular outings. The childminder has attended food hygiene training, which supports her to store and prepare food safely. The childminder's sick child policy helps to reduce the spread of infections. Children are beginning to learn how to keep themselves safe when they practise fire evacuation and follow the rules when outdoors. The childminder plays songs to support children's understanding of road safety issues. The childminder's realistic expectations and pictorial house rules displayed on the wall support children to behave positively. The childminder is very calm and positive giving children a lot of attention. This promotes a relaxed atmosphere where children are very settled and content.

## 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	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

<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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