

Inspection report for early years provision

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| Unique reference number | 141180 |
| Inspection date | 18/07/2012 |
| Inspector | Jennifer Liverpool |
| 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 registered in 1992. She lives with her husband and their two adult children in Stratford, in the London borough of Waltham Forest, close to schools, shops and public transport links. The whole of the ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. She has four cats.

The childminder is registered to care for a maximum of four children under eight years at any one time, no more than three of which may be in the early years age range. She is currently minding two children in this age group. The childminder also cares for children aged over five years to 11 years. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from local schools and goes to a toddler groups and a childminder's support group. The childminder is working towards becoming a member of an approved childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare is safeguarded because the childminder gives strong priority to promoting children's security, safety and health. In the main, the childminder has a good knowledge of children's learning and developmental needs and plans a wide range of activities that enables them to make good progress. The childminder engages well with parents and this ensures continuity of care between home and the setting. The childminder successfully evaluates her practice and identifies future targets for the continuous improvements of the outcomes for children.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure the record of the risk assessment includes by whom the assessment was carried out.
(Documentation)

25/07/2012

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

- improve further the system for observation and assessment so that there is

consistency in monitoring children's achievements in all areas of learning.

The effectiveness of leadership and management of the early years provision

There are effective procedures in place with regard to safeguarding children. The childminder has a good understanding of child protection issues and knows what action to take if she has concerns about a child in her care. The comprehensive safeguarding policy included in the parents' welcome pack outlines her commitment to safeguarding children. In addition to this, the childminder has put systems in place to ensure that children only leave the setting with an approved and known adult. She monitors and keeps a record of visitors on the premises. This supports children's welfare. There are clear procedures for outings that help to ensure children are safe. For example, children wear brightly coloured wrist bands and sticky labels with their contact details on their clothes, in the event that they get lost. Also, the childminder keeps a first aid kit, emergency contact numbers and a mobile phone when going out on trips. There are regular risk assessments both indoors and out that enables the childminder to identify and address potential hazards. However, the record of the risk assessment is not fully meeting the requirements. The childminder holds a valid first aid certificate, which means that children can receive appropriate care in the event that they sustain an injury.

The deployment of resources is good. For example, all mandatory records required for the safe and effective management of the children and provision are in place. Also, the childminder organises the indoor space effectively, allowing children to move around and play safely. Additionally, children have access to a wide range of good quality toys and equipment appropriate to their age and stage of development. Furthermore, the childminder makes good use of local facilities and links with other providers that deliver the Early Years Foundation Stage curriculum to enhance children's learning and development. The childminder promotes equality and diversity in her practice. She acknowledges children's individual needs, respects their differences and takes into consideration their interests when planning for their learning and development. The childminder provides children with a wide range of activities and resources that helps them to develop a positive outlook on the wider world.

The childminder engages well with parents. She exchanges information with parents on a daily basis through discussions at the beginning and end of the day. The childminder shares children's observation and assessment records with parents so that they are kept up-to-date with their children's progress. She also provides detailed policies and informative notice boards which enables parents to be aware of her role and responsibilities. The childminder welcomes parents' feedback about her service, which she uses as a part of her self-evaluation. Parents' written comments indicate that they are very happy with the care offered to their child and the childminder's professionalism. Working in partnership with other childminders is welcomed by the childminder, such as, jointly running a toddler group and also offering support to new childminders. The childminder has addressed the recommendation raised at the last inspection, which has strengthened the

procedures for safeguarding children. The childminder effectively self-evaluates her practice. This has enabled her to build on her strengths and attend further training in childcare in order to continue to improve the outcomes for children.

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

Children are happy in the setting. They are developing good relationships with the childminder and get on well with their peers. In addition to this, regular visits to local toddler groups provide children with opportunities to engage with a wider group of children and develop positive relationships outside of the childminder's home. Children are helped to understand how to behave responsibly and consequently, they are beginning to understand the need to share and take turns in their play. Children behave well because the childminder's approach to managing their behaviour is sensitive and consistent. Children benefit immensely from the positive interaction they receive from the childminder. She spends time listening to the children and shows an interest in what they say and do. Children are able to move around freely and safely in a well organised environment where they have access to a wide range of activities and resources that promotes their learning and development.

The childminder carefully helps children to develop their personal independence skills through encouragement, praise and reward, thus promoting children's confidence and self-esteem. The childminder talks to children as they play, which encourages their language development. They enjoy looking at books and handle them carefully. Overall, children's development and their learning needs are met well. This is because the childminder makes regular observations, records children's achievements and identifies the next steps to move children on in their learning. Although there is photographic evidence and planning details that indicates children have opportunities to develop their skills in counting, numeracy and in knowledge and understanding of the world, children's achievements in these areas are not always consistently reflected in their observation and assessments records.

There is a good balance between child-initiated play and adult-led activities. For example, children choose to play with musical instruments. They move onto playing with play people, cars and animals and spend long periods of time initiating their own play. The childminder plans activities that all of the children are interested in. For example, she provides a selection of dinosaur play figures and books on dinosaurs. Children are also offered stencils, papers and coloured pencils to enable them to draw pictures of dinosaurs and maintain their interest. When children ask questions about dinosaurs, the childminder helps them to use reference books to find out information. In this way, children are developing skills for the future.

The childminder gathers relevant information regarding children's diet, which ensures that their individual dietary needs are met. Children benefit from nutritious and freshly cooked meals and a good selection of fruits and vegetables each day.

Children learn about the importance of healthy lifestyles through simple explanation and suitable activities. For example, the childminder provides flash cards, books and colouring pictures of foods to help children understand foods that are good for them. Children learn the importance of good personal hygiene and understand that they need to wash their hands after toileting, handling pets and before eating. Also, effective daily routines and the childminder's own good practice help the children to understand the need for hygiene practices. Regular fire drill practises help children to become familiar with the routine in the event of an emergency. Children learn how to keep themselves safe through careful discussions about road safety.

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

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| 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

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| 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 | 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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| 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

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| 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

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| 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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