

Inspection report for early years provision

Unique reference number	EY362505
Inspection date	17/03/2011
Inspector	Jane Davenport

Type of setting	Childminder
------------------------	-------------

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 was registered in 2007. She lives in a three bedroom house with her husband and two children aged five and ten years. They live in the North Chingford area of the London borough of Waltham Forest. The whole of the ground floor of the premises is used for minding purposes and there is a secure garden for outdoor play.

The childminder is registered to care for a maximum of five children under the age of eight at any one time and currently has three children in the early years age group on roll, who attend on a part time basis. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She has a pet cat and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in the childminder's warm, friendly and family orientated home. The childminder has a good knowledge and understanding of the requirements of the Early Years Foundation Stage. She is aware of the individual needs of the children she looks after and uses this knowledge to plan a balanced range of appropriate activities and experiences. Children feel secure to explore their surroundings and make good progress towards the early learning goals. Detailed risk assessments and safeguarding procedures effectively contribute to children's safety and excellent partnerships with parents keeps them well informed about their children's participation and progress at the setting. Although there are currently no formal systems for self-evaluation in place, nevertheless, the childminder is reflective about her practice. She keeps herself up to date with current childcare issues and demonstrates a good capacity for maintaining continuous improvement.

What steps need to be taken to improve provision further?

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

- develop a system for self-evaluation to further promote continual improvement in the service provided

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a good knowledge and understanding of safeguarding issues. She is aware of the different categories and possible

indicators of abuse and secure in her understanding of her role and responsibility as regards the reporting of concerns to the appropriate authorities. All adult household members have undertaken the necessary vetting procedures to ensure that they are suitable to be in contact with children, and all visitors are asked to identify themselves and sign the visitors' record, which further safeguards children. Detailed risk assessments for all areas of the premises and for outings help to minimise potential safety risks and the emergency evacuation procedure is practised on a regular basis so that children become used to what to do should a genuine emergency arise.

The childminder provides a fully inclusive service; she knows and meets the children's individual needs very well. Children learn about diversity by celebrating different cultural and religious festivals such as Chinese New Year and Eid ul fitr. Children who have English as an additional language are supported well; a welcome poster featuring different community languages is prominently displayed and the childminder learns key words and sings 'Happy Birthday' in the children's home languages. Good quality and varied toys and resources contain many positive images of society and are stored in low-level containers and cupboards so that even the younger children can be independent and make decisions about what they would like to play with. The childminder has many wooden toys, including bricks, puzzles and an unusual wooden doll which incorporates a three layered puzzle of the different body parts right down to the skeleton. Young children also enjoy exploring a treasure basket containing items of different textures and natural materials.

The childminder has developed excellent working relationships with parents and carers. She has very effective methods of exchanging information verbally and by means of the children's daily diaries. Policies and procedures are shared with parents, who then sign to confirm that they have read and understood them. In addition, they receive a regular informative newsletter and are invited to social evenings. Written testimonials bear witness to the parents' satisfaction with the care provided and include many positive comments. For example, one parent describes the setting as a 'home from home with a family atmosphere where everyone is included and encouraged' and another states that their children 'have never been happier'. The childminder is aware of the benefits to be gained through effective partnerships with other providers delivering the Early Years Foundation Stage and liaises effectively in order to promote continuity and consistency of care for the children.

Although the childminder has not yet established a formal system for evaluating her practice, she has reflected on the care she provides and identified her strengths and areas she would like to develop. For example, she rightly states that her organisation is good and she feels that children benefit from a loving environment and various outings to different venues. She feels that she has a wealth of experience and supports parents well. She would like to learn more about the Makaton signing system and how to support children's cognitive development. The childminder has addressed the recommendations made at her last inspection and has been proactive in seeking out and attending relevant training courses. She demonstrates a good capacity for maintaining continuous

improvement.

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

Young children are happy and settled in the childminder's care. Close and loving bonds are apparent and the children demonstrate that they feel safe with their carer as they regularly communicate their needs, confident in the knowledge that she will do her very best to meet them. For example, children playing in the garden say 'help please', 'out now' and 'off' as they climb in and out of their cars and negotiate the step down from the decking area. Young children generally behave very well and are encouraged to share and be kind to one another. The childminder is patient, but firm when they test their boundaries and consequently children are gaining an understanding of acceptable behaviour and of right and wrong. The childminder has a good understanding of the Early Years Foundation Stage and provides a balanced range of activities and experiences to promote children's development in all areas. Her detailed observation folders show a clear progression and demonstrate how children are making good progress towards the early learning goals. Observations are linked to the six areas of learning and include plans for children's next steps; photographic evidence and examples of the children's work in their scrap book provide clear visual clues for parents.

Young children's language is developing very well. This is because the childminder does not underestimate them. She talks to them about what they are doing and they respond, delighted with their growing language, sometimes with a running commentary! They repeat words such as 'watering can' and 'purple car' and are constantly adding to their increasing store of vocabulary. They love looking at books with the childminder and singing songs, for example, joining in with the words and actions of 'the wheels on the bus', saying 'Again' for an encore after it has finished. They are beginning to solve problems for themselves by placing puzzle pieces in the correct place, for which they receive warm praise and affirmation. Children have constant access to outdoor play and benefit from this enormously. For example, they enjoy exercise in the fresh air and improve their physical coordination as they learn to run, climb and ride their cars. They have opportunities for participating in messy play activities and socialising with larger groups of adults and children on their regular visits to local community groups.

Children are encouraged to adopt healthy lifestyles. The childminder records detailed information about any special dietary needs and works closely with parents to ensure that their wishes regarding their child's diet are met. Menus are well balanced and include healthy options such as pasta and sauce, soup with bread and butter, jacket potatoes and cheese, beans on toast and grilled chicken. Children relish their fruit snacks and tuck into their strawberries and banana. Fresh drinking water is accessible to them at all times. Children wash their hands before eating and good hygiene arrangements are in place with regard to nappy changing and the childminder's pet cat. The childminder has completed a food hygiene course, which has helped to reinforce her good practice. Children are supported to take some risks, for example, when learning to climb up to the decking in the

garden. This helps their development and they learn how to keep themselves safe.

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	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

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