

Inspection report for early years provision

Unique reference number	EY435312
Inspection date	22/02/2012
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.

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Description of the childminding

The childminder registered in 2011. She works from another childminder's house in the Highams Park area in the London borough of Waltham Forest, close to shops, parks, schools and public transport. The whole of the ground floor is used for childminding purposes. There is an enclosed garden for outside including a play hut, which is used as an extension to the learning environment. The childminder is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under eight with no more than three in the early years age group. She is currently minding three children in this age group. The childminder co-minds with another childminder. When working together, they may care for a maximum of 12 children under eight years at any one time with no more than six in the early years age group. The childminder goes to several toddler groups and helps to run a childminder drop-in group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A well developed knowledge of safeguarding issues, comprehensive policies and a mostly maintained set of documentation promotes children's welfare. The children progress well given their ability and starting point. The childminder is knowledgeable about the children's individual background and effectively supports them in most areas of their learning and development. Exceptional relationships with parents and good partnerships with other providers contribute to children's good care, learning and development. The process for self-evaluation accurately reflects the childminder's strengths and indicates that the childminder has the capacity to continuously improve 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:

- improve the record of the risk assessment to include 15/03/2012
by whom it was carried out (Documentation).

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

- develop further the system for observation to ensure that there is consistency in monitoring children development in particularly in the areas of communication, language and literacy
- amend the risk assessment to include outings to enhance children's safety

The effectiveness of leadership and management of the early years provision

The childminder has good knowledge of child protection issues and the appropriate procedures to follow if she has any concerns about a child. The premises are secure and there are good procedures in place to prevent unwanted visitors gaining access into the setting. Visitors to the setting must sign in and out in a visitor book and they are never left alone with the children. There are regular risk assessments both for indoors and the garden that enable the childminder and her co-minder to identify and quickly address potential hazards. However, the record of the risk assessment does not include all required details, for example, the name of the person who conducted the assessment. The childminder helps children to understand how to keep themselves safe when on outings, though there is no record of a risk assessment for each specific outing. The childminder has relevant first aid training and is knowledgeable and resourceful about how to prevent the spread of infection or germs. The setting is maintained to high standards of cleanliness and hygiene. The childminder has very effective daily routines which enable children to stay healthy.

The childminder promotes equality and diversity practice well. She has good systems in place to ensure that she has a full understanding of the children's background. This enables her to identify and meet children's needs as well as provide resources to support their development. Consequently all children are treated with equal concern because the childminder acknowledges their individuality and takes this into account when providing care routines and planning activities. The deployment of resources is exceptional. The childminder and her co-minder provide an enabling environment for children to explore, play and learn. Wide ranging toys and equipment indoors and outdoors are readily available to allow children to make choices and meet their individual needs. Many of the resources reflect positive images of diversity. Children are able to extend their learning opportunities into the outside area. The childminder makes extremely good use of the local community to promote children's learning through visits to parks, fields, toddler groups and the local fire station.

Excellent relationships are established with parents enabling children to settle well, receive consistency of care and promote their learning and development. Formal and informal communication is made with parents and diaries are provided regarding children's routine and general well-being. In addition to this, parents are provided with regular opportunities to view their child's assessment report and to discuss the progress they make. Parents receive a wealth of information about their child and the provision. These include activity plans, information about the Early Years Foundation Stage framework and policies and procedures. The childminder ensure that various procedures are discussed with parents prior to minding to ensure that they are informed about the procedures for childcare. Written feedback from parents indicates that they are very happy with the service that their child receives. The childminder forms strong links with other providers at the childminder drop-in groups and the local authority which helps to support children's development. The childminder has attended a number of training

courses since registration to keep up to date with childcare issues. She is clear about her strengths and demonstrates a good understanding of the areas to develop within the setting through an effective self-evaluation process.

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

Children settle extremely well in the childminder's care because her warmth and caring approach enable children to develop close trusting relationships with her. Also, the childminder works closely with parents before the children start so that their routines are immediately in place. This helps to promote children's emotional-wellbeing. Children receive lots of praise and encouragement which helps to develop self-esteem and confidence. Children quickly learn important social skills through the childminder's own good practice and the occasional gentle reminders to share and take turns. The abundance of play equipment means that there are duplicate toys for children to play with thus reducing the potential for undesirable behaviour. The childminder and her co-minder set consistent boundaries for children which helps them to learn right from wrong. Also, the childminders maintain a consistent routine that provides stability in the environment and minimises surprises for children.

Children who learn English as an additional language receive good support. The childminder effectively work with parents to obtain a list of key words to help with communicating with the children. Visual support, such as, posters, pictures with labels, home made flash cards and picture books are valuable resources and contributes to children's developing use of English. Children are introduced to numbers through every day routines, such as, counting the numbers of cups on the table. A good variety of visual aids helps to further develop children's understanding of numbers. Children have lots of opportunities to handle and explore a wide range of materials indoors and outdoors. For example, they use materials such as, cotton wool, tissue paper and paint to create collages. Children access sand and water play daily and they enjoy manipulating salt dough and foam beads. Children have regular opportunities to visit toddler groups where they develop good relationships with other children and participate in large group activities. The childminder regularly observes children at play and consistently keeps a record of their achievements and identifies the next steps in most areas of learning. There are some observations on children's communication, language and literacy, which includes children's understanding of English; following simple instructions and their listening skills. However, the observations for children learning English as an additional language do not as yet cover the children's use of single or two to three word sentences or use of actions to express their feelings.

Children enjoy daily opportunities for outdoor play. They have access to an extensive range of mobile and physical play equipment, which challenges their physical skills. Children confidently ride tricycles, push buggies, develop ball skills and learn to climb. Children demonstrate considerable knowledge of the importance of hygiene and hand washing. They remove their shoes when entering the lounge, wipe their nose with tissues and immediately put them in the bin and

walk to the toilet for hand washing without any prompting. Nappy changing and sleeping routines for children are thorough and carefully recorded. Children enjoy healthy snacks and nutritious foods with water and milk each day. Children learn to keep themselves safe because the childminder offers them simple explanation that increases their knowledge and understanding about trip hazards and road safety. The children and the co-minders practise the emergency evacuation procedures on a regular basis. This helps children to become familiar with the routine in the event of an emergency.

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	1
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
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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	1
The extent to which children make a positive contribution	1
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

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