

Inspection report for early years provision

Unique reference number	EY299639
Inspection date	15/11/2011
Inspector	Sharon Henry
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 2005. She lives with her husband and their two children in the Chingford area in the London Borough of Waltham Forest, close to shops, parks, and schools. The whole of the ground floor is used for childminding and there is a fully enclosed garden for outside play. 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. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently minding two children in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare, learning and development needs are met well because the childminder has a secure understanding of the requirements of the Early Years Foundation Stage and implements it successfully. She recognises and values each child as a unique individual and provides a stimulating learning environment that helps them make good progress towards the early learning goals. The childminder has well-established partnerships with parents and strong links with the other settings children attend. Overall the childminder monitors and evaluates her provision effectively to support her to continually improve outcomes for children.

What steps need to be taken to improve provision further?

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

- develop the current system of planning and assessments to ensure that the learning intentions and next steps for individual children's learning are clearly identified and consistently followed through .

The effectiveness of leadership and management of the early years provision

Children are safeguarded as the childminder has implemented an effective policy and procedure which she shares with parents. The policy clearly informs parents and carers of her responsibilities, to ensure children are fully protected. All persons in the household have relevant checks and visitors clearly record details of their visit. Entrance to the premises is monitored and the childminder ensures children are not left unattended with persons not vetted. This promotes children's welfare. Detailed comprehensive policies and procedures are in place to ensure the safety and well-being of all children. For example, complaints and the administration of

medication. Records of risk assessments are in place for all areas of the home used for childminding purposes and the childminder makes regular checks to identify and minimise any hazards.

Children are treated as individuals in an inclusive environment, where toys and books reflect different cultures and ways of life. Colourful posters and children's artwork are displayed attractively and help to create a child centred environment that give children a sense of belonging. The organisation of space, furniture, and resources creates an enabling environment. The childminder provides well for the children's interests, ages and stages of development, to which they respond very well. They thoroughly enjoy activities, including dressing up and painting, which encourages their creative abilities. Children demonstrate increasing independence and confidence when moving around the house and choosing the things they like to do. They have access to a vast range of toys and equipment that reflect the six areas of learning and provides them with suitable challenges. The childminder demonstrates a positive attitude to liaising with professional agencies, in order to ensure that children with special educational needs and/or disabilities are equally provided for.

The childminder has developed effective partnerships with parents; therefore, children are settled and secure during their time in her care. She shares her policies and procedures with parents and obtains required written parental consents. Regular informal discussions and diaries are shared to ensure parents are fully informed about activities. Parents are also welcome to make their own comments about how children are progressing at home. They are welcome to see each child's learning journey and displays of photographs of children actively involved in activities. Questionnaires and discussions with parents show that they are very happy with the childminding service provided and hold the childminder in very high regard. The childminder has emerging links with the local nursery school. For example, she shares information verbally with the class teacher when collecting or dropping off children. However, the information exchanged does not always sufficiently focus on fully supporting children's achievements.

The childminder has completed a self-evaluation form to help her to reflect on the care and learning opportunities she provides. This enables her to tailor the experiences she offers to meet the needs of those attending. Within the self-evaluation process, the childminder welcomes any feedback from parents, carers and the childminding coordinator. This contributes to promoting an inclusive environment. The recommendations raised at the previous inspection have been positively addressed. The childminder demonstrates ambition, vision, and drive to develop the provision further. She attends regular training such as language and communication, phonics as well as completing a diploma in childcare learning and development to continually improve her own knowledge and understanding around caring for children.

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

The childminder has good knowledge and understanding of the six areas of learning and ensures that the environment is well presented, to capture children's interest and to help them make good progress towards the early learning goals. Children's progress is well documented in their individual folders and supported with photographic evidence. The childminder completes detailed observations and assessments which are linked to the six areas of learning. She further uses the early years practice guidance as a bench mark to gauge children development. Weekly written plans take into account the children's interests as well as ensuring children have a variety of experiences. The childminder is beginning to identify the next steps; however these are not consistently followed through.

Children are excited about getting involved, exploring and learning because of the childminder's priority on ensuring that they enjoy themselves, having great fun and experience wonderful days when they are with her. Children forge strong, positive relationships with the childminder and one another. They help one another, with more capable children modelling and teaching new skills to their friends. Lovely warm and caring relationships between the childminder and the children are evident. Children feel good about themselves because the childminder offers positive support, praise and encouragement.

Children take pleasure in developing their creative skills as they explore a range of resources such as paint and glue, using brushes as well as their hands to create designs. Children's enjoyment, skills and understanding are enhanced by worthwhile outings. For example, on trips to various local parks, and places of interest such as Ada Cole horse sanctuary where children can interact with ponies and horses and explore their environment. Their knowledge and understanding of the world is further developed as they investigate growing by planting sunflower seed and talk about the growing process.

Children's early language and communication skills are developing with the childminder skilful use of open ended questions to encourage them to become independent thinkers. Children celebrate festivals and special events and learn to respect similarities and differences of each other. For example, the childminder is promoting anti bullying in line with anti bullying week and she has just completed a project on Guru Nanak.

Children are fully aware of the childminder's expectations regarding behaviour and the house rules. The childminder is a good role model and consistently manages boundaries. Children are encouraged to respect one another and their surroundings. They tidy away when asked and are developing skills to share and take turns.

Children develop a good understanding of how to stay safe. For example, emergency evacuation procedures are shared with children to ensure they are aware of the procedures to follow. There are good arrangements in place to care for children who are ill, which are shared with parents and the childminder is

trained to administer first aid. Through daily routines, children are encouraged to wash their hands after toileting and before eating. Children enjoy a varied range of nutritious snacks which further promotes a healthy lifestyle.

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	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

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

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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