

Inspection report for early years provision

Unique reference number	EY378241
Inspection date	25/05/2010
Inspector	Gulnaz Hassan

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 was registered in 2008. She lives with her husband and three children in Walthamstow in the London borough of Waltham Forrest. They live in a two bedroom flat on the ground floor of a low level housing block. The lounge in the childminder's flat is used for childminding purposes. An enclosed garden is available for outdoor play.

The childminder is registered to care for a maximum of four children at any one time. Of these, two may be in the early years age range. There is currently one child in the early years age range on roll. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder successfully promotes all aspects of the Early Years Foundation Stage requirements and she meets children's needs well. The childminder has updated her knowledge and understanding of all issues relating to safeguarding. Children are cared for exceptionally well and their learning and development are ensured. Most aspects of diversity are well promoted within the inclusive environment. The childminder has made good progress since the last inspection, she has attended pertinent training and she has met actions set at the previous inspection well. This means that the outcome for continuous improvement is good.

What steps need to be taken to improve provision further?

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

- provide activities and experiences that encourage children to learn about similarities and differences and help children to learn to value aspects of their own and other people's backgrounds and lives
- develop the systems in place so that parents and carers can make comments and contribute towards their children's learning and development

The effectiveness of leadership and management of the early years provision

The childminder has a good knowledge and understanding of child protection and a number of effective safeguarding policies and procedures are in place to further support children's welfare. The childminder conducts a range of extensive risk assessments of her home, outdoor activities and outings to minimise potential hazards and to ensure children are safe. All of the required records, policies and procedures are up-to-date and underpin the good practice carried out.

The childminder has developed good systems to evaluate and reflect upon her practice. She has worked extensively in order to meet the actions set out at the last inspection and to bring about secure improvement. The childminder has identified further areas for improvement, for instance to develop the different areas of learning and to promote diversity and inclusion further within her practice. The childminder has completed a number of courses since the last inspection, including the required childminding training. She frequently refers to the Early Years Foundation Stage guidance, reads professional childcare publications and obtains pertinent resources and literature from relevant organisations. This ensures that she is aware of the strengths and weaknesses of her practice.

The planning and assessment procedures in place reflect the uniqueness of the child and takes into account their individual needs and starting points. The childminder promotes most aspects of inclusive practice well. There are good resources and opportunities for children to develop an understanding of their own cultures, religions and backgrounds. There is less emphasis in practice to support children's understanding of the wider community and of other's backgrounds. Children have access to a range of good quality furniture, play materials and equipment that support their needs well. All play materials and resources are accessible and children are encouraged to make their own choices and extend their play creatively.

Parents are provided with good information about the Early Years Foundation Stage curriculum. Clear systems are in place for obtaining accurate and pertinent information about children's developmental starting points from parents. Children's progress towards the early learning goals is effectively monitored and clearly recorded. Parents have access to their children's development files and diaries. The systems to ensure that children's learning and development are a fully shared process, with parental contribution is not fully established. Parents comment about how pleased they are with the provision and with the progress their children are making. The childminder is knowledgeable about the importance of establishing effective partnerships with other settings to benefit the children in her care.

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

Children benefit from the childminder's good knowledge and understanding of the Early Years Foundation Stage framework. She plans a broad range of interesting activities and experiences for children which support them to make good progress in their learning and development. Activities are tailored to meet the individual needs and interests of the children in her care. For instance, the childminder identifies children's interest, such as music, and promotes this well within activities and experiences. Children's progress is monitored effectively through daily observations and assessments, these are fully evaluated and plans initiated for the next steps in children's development are fully tracked. There are good opportunities to support most of the areas of learning. For instance, creative play, physical development and communication, language and literacy are very well supported by the childminder. Children's personal, social and emotional development is particularly well promoted by the childminder so that children are

developing good levels of confidence and wellbeing. Other areas of learning, such as knowledge and understanding of the world are less well promoted through everyday activities and experiences. Children have access to a wide variety of age-appropriate resources from which to choose from. They enjoy playing with musical instruments, such as the piano and singing and dancing. Children enjoy creative play, such as painting, cutting and sticking. They enjoy reading books together and participate well whilst naming objects in dual language story books. Children have good opportunities to develop physical skills and enjoy interesting experiences such as, visiting the local children's centre for extra curricular activities, museums and farms with the childminder.

Children are cared for in a safe, secure and caring environment. This helps them to develop skills for their future learning and education. They develop positive hygiene practices, such as hand washing which are instilled into their daily routines. The childminder promotes healthy eating very well in partnership with parents. Children are encouraged to play safely in the home and garden and they learn about the necessity of emergency evacuation procedures. Discussions include the risk to children from strangers and road safety. Children's behaviour is good and they play well together. Constant praise and encouragement from the childminder helps to develop children's self-esteem and confidence. The childminder provides consistent encouragement and praise to confirm children's achievements and to encourage positive behaviour. Children engage well with the childminder and her family.

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

How effectively is the Early Years Foundation Stage led and managed?	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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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

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