

Inspection report for early years provision

Unique reference number	EY344523
Inspection date	01/05/2009
Inspector	Shaheen Belai
Type of setting	Childminder

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.

Description of the childminding

The childminder was registered in 2006. She lives with her adult daughter and three year old grandson in Havering-atte-Bower, within the London borough of Havering. The whole of the ground floor of the childminder's house is used for childminding. A enclosed area within the outdoor garden is suitable for outdoor play. Access to the premises is via a low step. The childminder has a pet dog.

The childminder is registered to care for a maximum of four children at any one time and is currently minding two children on a part-time basis in the early years age group. She is registered on the Early Years Register, the compulsory and voluntary part of the Childcare Register.

The childminder takes and collects children to the local playgroup and the local primary school.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children are well cared for, happy and settled in the childminder's home where they are cared for according to their individual needs. Children play freely, in a generally safe environment. A range of resources are accessible to children to ensure they are engaged in appropriate play. Parents are kept informed daily of their child's day and a range of policies and procedures are provided for parents to inform them of the service the childminder provides. The childminder offers a service that is inclusive to all members of the community and has a positive attitude to treating each child with an equal approach. The childminder recognises that there is scope for improvement in her service which would enhance children's care, such as promoting children's learning and development and attending relevant training.

What steps need to be taken to improve provision further?

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

- develop knowledge and understanding of the learning and development requirements, including the six areas of learning and the early learning goals
- extend on the current systems for carrying out observations that are meaningful, reflective of the six areas of learning, reflect the early learning goals and are used to assess children's progress and development for their next stage of learning and development
- ensure that current risk assessments procedures are conducted at least once a year and a record of this is maintained
- provide opportunities for children to explore positively all areas of diversity, especially the area of disability through play, activities and experiences provided.

The leadership and management of the early years provision

The childminder has a range of policies and procedures that inform parents about her service and practice. Written records of risk assessments are in place in relation to detailed and thorough checks being carried out, although these checks have lapsed for over a year. Daily checks are, however, carried out of the areas used by children although minor safety has been overlooked, such as the safety of the entrance and exit area of the front of the premises. The childminder has attended the required training to support her role and the welfare of children, such as first aid and initial childminder's training after registration. No further training has been attended, such as training in learning and development in relation to the Early Years Foundation Stage (EYFS). She acknowledges this is a weakness as part of her informal self assessment. The childminder seeks information via the playgroup the children attend and uses the ideas and activities suggested in order to support children's learning whilst in her care.

The childminder practices a two way exchange of information with parents. For example, she provides daily diary sheets to inform parents of children's feeding and sleep patterns, and activities that children have specifically participated in.

Children are helped to stay safe through consistent simple reminders in the home and through the teaching of road safety when out in the community. For example, children are encouraged to tidy away toys and not to go out into the garden without her. The organisation of the home allows for children to be independent in accessing resources, play outdoors regularly, have space to rest and eat comfortably.

The childminder demonstrates an awareness of how to safeguard children from intentional harm. For example, keeping a record of her findings and informing the relevant professional agencies.

The quality and standards of the early years provision

The childminder supports children's learning by becoming aware of the children's current individual interest and learning challenges they have. For example, teaching colours, numbers and learning to share resources. She provides activities that are age appropriate and varied. The childminder supports children as they play and through the general routine. For example, she assists children as they set up the train track, encourage independence as children set the table for lunch and help make sandwiches to eat. Children use the garden area to use a range of equipment and go for walks to promote their physical development and explore their environment. Though the childminder promotes children's understanding of diversity through a range of resources, these do not positively represent the area of disability. Children have developed close relationships with the childminder, which reflect the confidence in children as they express their needs to the childminder and freely explore their environment. Children learn to be independent as they are supported by the childminder to learn the importance of hand washing after using the toilet or in removing their coat.

Though the childminder ensures children spend their time purposefully engaged in play, she lacks a full understanding of ensuring children are monitored and are progressing along the early learning goals. Brief records are made of the activities children are engaged in on a daily basis, yet these do not indicate or evaluate what areas of learning are being addressed or identify the next stages of learning to promote progress.

The childminder seeks information from parents during the settling-in period in regards to children's current interests in play and development, which she uses to initially plan and provide activities.

Safety in the home is generally safe, such as safety gates used and the garden is partitioned off to provide children with a safe and clean area to play in. Written consents from parents are in place to further support children's welfare, such as for seeking emergency medical assistance and for transporting children in the childminder's car. Procedures have been followed to ensure that all adults living in the home undergo suitability checks. Children behave well and receive appropriate levels of adult supervision and gentle reminders to ensure children learn the expectations of acceptable behaviour. Meals and snacks are provided to reflect the hours of attendance, children's personal preferences, reflect different cultural tastes and to be healthy.

Records are in place for the children and are accessible to support children's welfare. The childminder demonstrates an awareness of procedures to follow should a child require medication or has an accident in her care.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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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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