

Inspection report for early years provision

Unique reference number	EY330183
Inspection date	19/11/2008
Inspector	Maggie Thorp
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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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 in a second floor flat in Hornsey Rise in the London Borough of Islington. The kitchen and living room are used for childminding. Access to the premises is via a lift. There is no garden for outdoor play so the childminder takes children to local parks and groups. The childminder is registered to care for three children at any one time in the Early years age range and has three children on roll. She is also registered on the compulsory and voluntary part of the Childcare register. The childminder has a cat.

Overall effectiveness of the early years provision

Children's safety, welfare and development is promoted effectively in most areas by the childminder. Children are settled and secure because the childminder provides a caring environment, ensuring that all children are included. The childminder works well overall with parents and other Early years provision to meet the individual needs of children. However, she does not have all the systems to support her in gathering information about children's care and learning in order to fully support or extend this further. The childminder has begun to use local authority advice and training to develop her practice and enhance what children receive.

What steps need to be taken to improve provision further?

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

- develop the information recorded about children and provided for parents to keep parents well informed about the childminding service and to ensure children's needs are met
- develop a wider range of ways of supporting children's emotional well-being effectively to match each situation and children's stage of development
- provide a fuller range of experiences, particularly outdoors, to help children enjoy and achieve in all areas of learning and development
- make systematic observations and assessments of each child's achievements, interests and learning styles and use these to plan enjoyable learning experiences for each child

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that all records relating to childminding activities are kept including children's dietary needs, parental consents and complaints procedures are readily accessible and available for inspection at all times (Documentation) (also applies to childcare register)
- carry out a risk assessment including fire safety and

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implement findings to ensure children's safety
(Suitable premises, environment and equipment) (also
applies to childcare register)

The leadership and management of the early years provision

The childminder works in partnership with parents to help children gradually settle in when they are new and to feel secure in her care. She gives parents a contract and some information but this does not fully inform them about her service. The childminder chats to parents daily and provides them with paintings and drawings that children have done during the day. In addition, she works well with parents and other Early years provision that children attend to provide continuity of care and to overcome any difficulties children may experience.

However, the childminder's record keeping does not ensure that all aspects of children's care and learning are documented and that all the appropriate consent is obtained in writing from parents. Children's dietary needs and routines are not comprehensively recorded to ensure they can be easily referred to and followed. Written consent for all children to receive medical treatment in an emergency is not obtained before children are left in the childminder's care. The childminder is clear about what to look out for and how to respond if she has concerns about a child. She has local contact numbers to hand so that the appropriate agencies can be informed without delay if necessary, and she is aware of the importance of recording any concerns.

The childminder has begun to use self assessment to develop and enhance what she provides for children. She attends local groups and training where she is able to discuss childcare matters and ways of developing her practice. Children benefit from the childminder's initial use of the Statutory Framework for the Early Years Foundation Stage and the Practice Guidance to help her understand the different stages of their development. However, she is not yet sufficiently familiar with these resources to enable her to monitor and plan for all areas of children's learning and development. The childminder uses the local authority early years staff for advice and support effectively to enable her to develop strategies for how to support children with particular needs.

The quality and standards of the early years provision

Children have access to an appropriate range of play and learning opportunities through the resources the childminder has in her home and the groups she takes children to. The childminder provides some enjoyable play experiences to match each child's different stages of development. An example of this is the childminder setting out toys in a way that encourages children learning to crawl. Also, when looking at books with children the childminder matches real objects to those in the pictures to foster children's language. Children with English as an additional language are encouraged by the childminder learning a few key words of a child's home language. The childminder has started to use observations to assess how

children are developing and learning. However, these are not yet sufficiently comprehensive to ensure that children make progress in all areas of learning and development, that this is monitored and that their next steps are planned for.

Children enjoy the creative play provided throughout the week like painting and gluing, both in the childminder's home and at groups, and pretend play. Children play with toys that encourage them to problem solve and to become more dextrous. Babies are becoming increasingly confident in using such toys as shape sorters. Children go to the park once a week. However, they have limited opportunities for outdoor play and to explore the natural world other than this. Children are developing good social skills. They are learning to play together through the support of the childminder and through the opportunities they have to mix with other children at groups. Babies smile and respond well to the praise and encouragement of the childminder. She is calm and responsive when children become distressed when tired or hungry. However, sometimes she tells children not to cry rather than expressing empathy and helping them by putting into words what they seem to be feeling.

The childminder encourages children to eat well and to drink throughout the day. Babies have a spoon to hold as the childminder feeds them and she encourages them to try and feed themselves. Children's health is also promoted by the cleanliness of the childminder's home and the measures she has in place to promote children's health and well being. Her cat's food and litter tray are kept well out of children's reach. Children with infections are not able to attend and the childminder has an up to date knowledge of first aid. Children are kept safe from hazardous substances and equipment as the childminder checks her home before they arrive. In addition, she has planned for an emergency evacuation. However, the childminder's assessment of risks is not written and review dates are not noted to ensure all aspects of safety are covered. This does not fully protect children. The smoke alarm is not working and the fire blanket is not unpacked and mounted so that it is quickly accessible. The childminder ensures that children are well supervised at groups and when out of doors and she teaches older children how to cross the road safely.

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

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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report 30/11/2008

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report 30/11/2008

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.