

## Inspection report for early years provision

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<b>Unique reference number</b>	EY136872
<b>Inspection date</b>	28/10/2008
<b>Inspector</b>	Jennifer Liverpool
<b>Type of setting</b>	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 2002. She lives with her husband and three children aged eight, 12 and 15 in the area of Wanstead within the London borough of Redbridge. The whole ground floor of the childminder's house 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 at any one time and is currently minding two children age four and five years before and after school. There are no children present at the time of the inspection. The childminder is registered on the Early Years Register and both the compulsory and voluntary part of the Childcare Register. She drives to local schools to take and collect children.

## Overall effectiveness of the early years provision

The childminder provides appropriate care for children in the Early Years Foundation Stage. She works in partnership with parents in order to meet children's needs through regular sharing of information, thus promoting their welfare. Whilst, there is a reasonable range of resources and activities are on offer, there is no system in place to monitor and assess children's achievements in order to ensure that the learning opportunities provided are suited to their developing needs. The childminder strives to promote inclusive practice by ensuring that resources and activities are available to all children and on occasions provides opportunities for children to participate in the celebration of their own and other cultural festivities. The childminder is beginning to recognise ways to develop her service and has made improvements to her practices, which result in safeguarding children.

## What steps need to be taken to improve provision further?

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

- ensure written parental permission for transporting children in vehicles are obtained from all parents
- assess the risks to children in relation to the green house and the French doors and provide a smoke alarm on every floor
- develop knowledge and understanding of the learning and development requirements to provide children with a good range of opportunities to support and extend their learning.

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

- develop systems for undertaking observational assessments in order to plan to meet the children's individual needs (Organisation)

11/11/2008

## **The leadership and management of the early years provision**

The childminder is generally secure in her knowledge and understanding on how to promote children's welfare and ensure that they are safeguarded. This is because she gathers relevant information from parents about their child's individual needs and continues to share and exchange details to ensure consistency of care. Appropriate systems are in place for keeping parents informed of the service that is on offer, which includes the procedures for emergency evacuation and for dealing with complaints. Whilst the childminder positively works in partnership with parents, she has not considered other practitioners or teachers when children receive care and education at more than one setting. For example, the childminder talks about how she is interested in what children do through encouraging discussions about their day at school; however, she has not yet developed a regular flow of information with parents and between other professionals from the school in order to build on what children know.

The childminder has actively addressed the actions that were raised at the last inspection. She has attended child protection training and is now clear about her responsibilities for protecting children from harm. Also, the childminder is meeting with the requirements to display the registration certificate, which means that parents are able to check the status and conditions of registration. The childminder is beginning to conduct risk assessments, though the procedure is not used effectively to identify potential hazards outdoors as some areas are overlooked. Records of children's personal details and their attendance are maintained well and kept securely. The childminder has attended other courses to develop her knowledge of childcare and as a consequence she is able to provide appropriate care for children; however, she is beginning to be familiar with the requirements for promoting children's learning and development.

## **The quality and standards of the early years provision**

The childminder explains how she helps children to settle and feel secure by creating a welcoming environment and working in partnership with parents in order to discover children's individual needs to promote consistency of care. The childminder demonstrates how she makes good use of time to ensure that children have opportunities to play and relax when they come in from school. She talks about providing children with opportunities to extend their vocabulary; develop counting skills; recognise numerals and make models out of lego bricks. The childminder also explains that children are given some encouragement to learn to spell three letter words. She explains that on occasions children are supported to participate in making cards to celebrate seasonal festivities and the festival of Diwali. Whilst the childminder is not aware of the early learning goals children have some opportunities to enjoy and achieve. There is no system yet in place to observe and plan for children to receive varied experiences that are adapted to their individual learning and developmental needs.

The childminder describes how she organises toys and resources in a manner that

enables children to have safe access and make their own decisions about their play. There is ample space for children to work and play. From discussion, the childminder demonstrates a satisfactory understanding of safety issues, explaining that a risk assessment check list is used to identify and address hazards. However, a small glass greenhouse and the external side of the glass french doors are accessible to children. The childminder explains that she conducts regular fire evacuation practises with children and produces a fire drill record. In spite of these safe measures, fire safety equipment is not located on all floors of the house. The childminder demonstrates a sound understanding of how children's good health is maintained through the provision for balanced and nutritional meals, opportunities for daily fresh air, regular physical activities and the procedures for minimising the risk of germs or infection.

## 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

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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](http://www.ofsted.gov.uk)

## **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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## **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**

Since the last inspection there have been no complaints made to Ofsted.

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.