

## Inspection report for early years provision

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<b>Unique reference number</b>	EY378855
<b>Inspection date</b>	24/11/2008
<b>Inspector</b>	Marcia Robinson
<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 2008. She lives with her husband and their four children, including two adult daughters, in a four bedroom house in the borough of Newham. The whole of the ground floor, first floor bathroom and one bedroom is used for childminding. A fully enclosed garden is available for outdoor play. The childminder is registered on the Early Years, Compulsory and Voluntary Childcare registers. She is registered to care for a maximum of four children aged under eight years. She currently has four children on roll of whom one is in the early years age group.

## Overall effectiveness of the early years provision

The childminder has generally good knowledge and skills in promoting children's welfare and supporting their learning and development. She ensures children's individual needs are well met in a warm, welcoming and friendly home. The childminder's knowledge, understanding and practice of inclusion, for instance in respect of supporting children's individual backgrounds and linguistic needs, is not fully promoted in all aspects. Scope for the childminder to achieve improvement is satisfactory.

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

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

- use Early Years Foundation Stage guidance to further develop planning and observation procedures for recording all children's development along the early learning goals
- develop systems for self-evaluation
- further promote inclusion to obtain all relevant information from parents and carers about children's learning and development, background and linguistic needs, including developing children's understanding of the wider world

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

- keep a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email (Documentation) (also applies to both parts of the Childcare Register)

26/12/2008

## The leadership and management of the early years provision

The childminder organises her provision generally well. Although, systems for self evaluation are not yet established, she places some consideration on the service

she provides to enable her to attend relevant training, plan activities and experiences, and increase resources as needed. Apart from a written complaints procedure, all other policies are in place, up-to-date and stored appropriately to promote confidentiality. This is combined with good systems to record children's details, medication and accidents to ensure that they remain well protected so that the childminder has some awareness of children's individual needs. Effective procedures for outings, such as where children wear wrist bands with the contact details of the childminder, written risk assessments and regular visual checks of all areas and equipment, further helps to safeguard children. The childminder has a sound understanding of child protection issues, including procedures to follow should she have any concerns. This is supported by a clear written safeguarding policy. She demonstrates a positive commitment and enthusiasm to ensuring her knowledge is up to date, through ongoing training and access to various child books and websites.

Appropriate partnership with parents and carers ensures individual needs are met well, which promotes stability. Parents receive copies of all policies and procedures as well as general information about the setting. They are kept well informed about their child's care and learning through verbal feedback and observation records. The childminder encourages parents to be involved in children's learning and development, for example, they can bring in toys from home. She has begun to develop relationships with local organisations providing the EYFS, however, these are not yet fully established to promote continuity of care and learning for individual children. A suitable amount of information in order to meet children's care and emotional needs, such as their likes, dislikes and comfort needs, is kept. Although, further information to fully support inclusive practice and to develop the childminder's understanding of children's individual backgrounds and linguistic needs is not always obtained for all children.

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

Children are engaged, happy and settled and receive enjoyable experiences that aid their learning and development. The childminder is successfully building on her adequate understanding of the Early Years Foundation Stage and, as a result, children take part in a satisfactory range of activities which promote learning and development in most areas. She has recently devised new individual developmental files for the children, including brief observations and photographs. These show the planning for the next steps in children's learning but they are not yet linked to the early learning goals. Children enjoy their time in the setting and relate well to the childminder, as she joins in with their play. These include children excitedly riding their vehicles along the car mat, making shapes out of play dough and sharing books together such as 'the hungry caterpillar'. The suitable range of good quality resources, ensure each of the areas of learning covered by the early learning goals are appropriately addressed. This is achieved as children have suitable opportunities to socialise with others as they play and eat together, as well as the childminder who regularly meets up with another registered childminder. Free play is incorporated into each day, where child and adult-initiated play is encouraged and supported by the childminder. Some use is made of the local area giving children a wider range of opportunities. An example

of this is where they visit the farm and enjoy feeding the ducks so they learn about nature and how to care for animals. Children have a growing understanding of the world that they live in through a variety of planned activities, such as baking and a visit to look at an African snail. The childminder understands the importance of promoting children's communication, literacy and language skills. She supports them with picture and word flash cards, while there is also opportunities for looking at books alone or together.

Children enjoy regular opportunities for fresh air, which contributes positively to their overall good health. Their well-being is enhanced through effectively planned opportunities for large physical play using climbing apparatus at local parks, playing in the garden and walks in the community. Appetising light meals and snacks, such as sandwiches with cheese, fresh fruit and yogurts, ensure the children receive the nourishment necessary for their growth and physical development. Children are learning the importance and value of good personal hygiene through established routines being in place, such as a visual display in the bathroom to encourage regular hand washing. All relevant documentation with regard to health, including specific dietary needs and consent forms are in place and up to date. These positively safeguard children's well-being. Children's knowledge about personal safety is nurtured as the childminder explains that the kitchen is out of bounds while cooking and through their participation in regular fire evacuation practices. These positively contribute to children developing a sense of danger and how to keep themselves safe. Children develop some awareness of diversity and an understanding of the needs of others. This is achieved through some resources but from a limited range of activities which promote a positive outlook of the wider world. For instance, the celebration of a range of religious and cultural festivals. Children behave well and are beginning to understand the consequences of unacceptable behaviour to others. The childminder's appropriate understanding of individual personalities promotes good behaviour management, including regular praise and encouragement as well as talking and explaining to children why an action is not acceptable and if necessary removing them from an activity for a short period of time. Her appropriate approach to equal opportunities actively contributes to children's positive attitudes to the wider community. This is complemented with access to a selection of resources, including small world figures, dolls and books reflecting different cultures and positive images of people with disabilities.

## 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>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
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:

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 26/12/2008

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 26/12/2008

## **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.