

Inspection report for early years provision

Unique reference number	EY319557
Inspection date	27/01/2009
Inspector	Liz Corr
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 two children aged two and four years. They live in a two bedroom flat on the first floor of a house in the Upper Clapton area of the London borough of Hackney. A staircase from street level leads to the premises. All areas of the home are used for childminding. A communal back garden is also available for outdoor play.

The childminder is registered to care for no more than three children under eight years of age. The childminder is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. The childminder currently has three children in the early years age group on roll. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Children are happy and settled in the childminder's care. She has developed strong relationships with the parents, as a result there is a good exchange of information each day. This helps the childminder to meet the children's individual needs. She has begun to effectively implement systems to evaluate and assess children's development. The childminder has created a welcoming environment where all families and children are included. Systems to evaluate and improve her service are being developed.

What steps need to be taken to improve provision further?

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

- promote children's safety by improving arrangements for their care in the event of an emergency
- continue to develop knowledge of the Early Years Foundation Stage guidance to record children's starting points and fully develop partnership working with other agencies

The leadership and management of the early years provision

The childminder has organised a comprehensive range of policies and procedures which underpin her service and promote good practice. Documentation is well organised and easily accessible. However, the procedure for arranging alternative care for children in an emergency does not fully promote children's safety. The childminder demonstrates a positive approach to making improvements. Although there are no formal systems for self-evaluation she has considered areas of her service she wishes to develop. As a result further training to increase her knowledge has been identified, including early maths and outdoor play.

The childminder demonstrates a commitment to regularly updating her knowledge

and has developed good support systems through her local early years service. She has attended training in the Early Years Foundation Stage and has introduced systems to assess and evaluate children's learning, and is planning for their individual interests. Profile books have been developed which illustrate children's achievements using photographs and samples of their art work. These are available to share with parents. However, systems to record children's starting points and partnerships with other agencies, such as local schools, have not been fully developed.

The childminder is committed to providing an inclusive service for families. Clear information is recorded at the start of each child's placement to provide for their individual needs. Regular information is exchanged between the parents and childminder and strong partnerships have been formed, which helps to promote the welfare of each child. Records of children's progress are available to parents and illustrate their achievements. The childminder recently produced individual discs with photographs of children's involvement in activities. This helps to promote parents' involvement in their child's learning. Parents are provided with questionnaires to identify their level of satisfaction with her service. Parents' responses indicate they are happy with the service their children receive and feel that their wishes are respected by the childminder.

Children benefit from the childminder's conscientious approach to safeguarding. The childminder has a sound knowledge of child protection and is clear about her responsibility to protect children from abuse. Furthermore, she has shared her child protection procedure with parents. Daily risk assessments take place in the home and the childminder demonstrates a clear understanding of how to keep safe on outings. Children are learning to keep safe as they regularly practise the emergency evacuation procedure. Records of each evacuation are kept, however, they do not contain details of the how long each evacuation has taken or other significant details to monitor improvements.

The quality and standards of the early years provision

The children benefit from a welcoming environment where they can easily access a wide range of play materials. The childminder provides a daily routine with a balance of home based activities and outings to local drop-ins. Children confidently move between the living room and children's bedroom to choose play materials. The childminder is using the Early Years Foundation Stage to assess their progress. She observes their interests and plans further activities around this. They enjoy adult support as they play with the doctor's set. Their learning is supported as the childminder explains how each item in the doctor's kit is used. Their language is promoted as she reminds them of the name for the stethoscope and how this is used. They enjoy taking turns pretending to be the doctor and the patient. The childminder promotes their understanding of diversity as she involves them in discussions and activities to celebrate different cultural festivals. During weekly music sessions they are learning about the wider world as they hear music from countries, such as, China and India.

Children's health is promoted as they have regular outings to local parks and drop-in groups where they take part in physical play. They enjoy opportunities for

indoor physical play and enthusiastically take part in games, such as musical statues. They are delighted as the childminder sets up the karaoke machine and demonstrates how to use it. They welcome this opportunity to dance and sing to the music. Young children are learning good hygiene and the importance of hand washing as they are escorted to the bathroom to wash their hands before meals and snacks. They are learning independence skills as they reach the taps using a step. They sit comfortably and enjoy social meal times as they sit alongside their friends. They are provided with healthy snacks and meals and are able to easily access their individual drinks throughout the day. Children's behaviour is well promoted as they are praised and encouraged during their play and the childminder sensitively resolves occasional squabbles.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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:	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

There have been no complaints to report 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.