

Inspection report for early years provision

Unique reference number	EY366108
Inspection date	26/01/2009
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 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 two children aged 15 and eight years. They live in a three bedroom house in the E10 area of the London borough of Waltham Forest. The entrance to the premises is at street level. Children have access to the whole of the ground floor and the bathroom on the first floor. There are local parks, playgrounds and drop in groups within walking distance.

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 one child in the early years age group and one child on the childcare register on roll. The family have a pet cat. The childminder is a member of the National Child Minding Association.

Overall effectiveness of the early years provision

Children are very much at ease in the setting because the childminder develops close working relationships with the parents and gets to know the children well. The childminder has created a welcoming atmosphere where children can easily help themselves to an appropriate range of toys and resources. Children benefit from positive interaction from the childminder as she supports their learning while they play. The childminder has begun to organise observation and assessment systems to record children's progress.

What steps need to be taken to improve provision further?

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

- continue to develop knowledge of the Early Years Foundation Stage guidance to record children's starting points and fully develop partnership working
- continue to develop knowledge of child protection

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

- complete an appropriate paediatric first aid course by
20/02/2009 (Promoting good health)

20/02/2009

The leadership and management of the early years provision

The childminder has a positive approach to updating her child care knowledge. She has undertaken several courses, often in the evenings to keep updated of new initiatives and practices. Systems for record keeping are well organised and easily accessible. All required information and permissions from parents are in place

including, permission for emergency medical treatment. Children's individual needs are well recorded. Although formal systems have not been developed to evaluate the service, the childminder has identified areas she would like to improve including, a course in food hygiene and further child protection training.

The childminder has effective procedures in place to promote children's safety within her home. Appropriate safety equipment such as safety gates, a fire blanket and smoke detectors are in place. Children are learning how to keep safe in an emergency situation as they have practised the emergency evacuation procedure with the childminder. They are protected from harm and abuse as the childminder has an effective understanding of how to recognise and report signs of abuse. A child protection policy is in place and shared with parents to ensure they are clear about her role in protecting children.

The childminder has developed strong relationships with parents. Good communication systems ensure that both childminder and parents are informed of the children's progress. A daily diary is shared with parents detailing children's progress as well as a discussion at collection time.

Children's health is promoted as the childminder has shared her sickness procedure with parents. Consequently, children do not attend if they are unwell. A first aid kit is available in case of accidents and the childminder provides written reports of any accidents that occur at the setting. Furthermore, parents ensure the childminder is informed of any accidents that happen in the child's home. At the time of the inspection the childminder had not completed her first aid course, however, evidence was provided with confirmation of a place on a course to take place in the next few weeks.

The quality and standards of the early years provision

Children access a wide variety of resources to support their learning and development. The childminder has introduced observation and assessment systems to record their interests and stage of development. As a result, she plans activities to meet their individual learning needs. One child has shown interest in the selection of cars at the setting. The childminder has built on their interest by drawing their attention to the colours and names of cars when they are outdoors. This was further extended with a visit to a local car park. The childminder listens carefully to their developing language skills. When younger children recently learned to say the word 'hat' while dressing for home time the childminder promoted their interest by providing a range of dressing up hats to play with.

The childminder has begun to observe and assess children using the Early Years Foundation Stage guidance. Photographs and written records illustrate their participation and progress and these are linked to the early learning goals. The childminder has developed systems to plan for the next steps in their development. However, systems to find out children's starting points and partnerships with other professionals working with children in this age group, have not been developed.

Children's health is well promoted as they are provided with healthy snacks and meals. They enjoy fresh fruit including, kiwis, grapes and oranges at snack time and are able to easily access fresh drinking water to keep them hydrated. The childminder ensures that parents are well informed of their children's daily food and drink intake and works in partnership to support any dietary needs.

Children's language is well supported. The childminder talks to them throughout their play and listens carefully as younger children practise new words. She promotes their language by repeating words and making them more meaningful. For example, when one child learns to say 'bird', the childminder draws their attention to different types of birds when they are outdoors. She carefully observes younger children as they use gestures or point at objects to verbalise their needs. One child responds positively as she successfully produces the orange they have been pointing to. Children speaking English as an additional language are supported as the childminder uses a list of words provided by parents in their home language.

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

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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 20/02/2009

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 20/02/2009