

## Inspection report for early years provision

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<b>Unique reference number</b>	EY373226
<b>Inspection date</b>	21/01/2009
<b>Inspector</b>	Catherine Greene
<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 in Hackney with her husband and four children aged 13, 10, six and four years. The whole of the premises is used for childminding, except one bedroom. The childminder is registered on the Early Years Register, the voluntary and compulsory parts of the Childcare Register. She is registered to care for no more than four children under eight years; of these, not more than three may be in the early years age group. She currently has one child on roll in the compulsory Childcare Register age group and one child in the Early Years Register age group. The childminder attends the local parent/toddler groups and walks to and from local schools. The family do not have any pets.

## **Overall effectiveness of the early years provision**

The childminder provides a good service within an inclusive environment, she knows children well and this supports her ability to provide for their interests and abilities. The imaginative range of resources and activities, together with the childminder's good communication systems, maintain children's individual interests and learning well. There is a close working partnership with parents, they share daily information which helps keep each other informed and ensures that children settle and feel secure. Safety is given priority and effective procedures support this area well. The childminder makes use of self-evaluation systems to identify key strengths and weaknesses in her provision. She is fully aware of the improvements she plans to address.

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

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

- continue to develop resources which provide positive images that challenge children's thinking and help them to embrace differences in gender, ethnicity, language, religion, culture, special educational needs and disabilities.

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

- request written permission from parents for seeking emergency medical advice or treatment (Safeguarding and promoting children's welfare).

04/02/2009

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

The childminder attends regular training in the Early Years Foundation Stage. She is committed to ensuring that her service is inclusive for all families and makes very good use of the support and advice offered by the Local Authority and mentor

scheme. Parents are made to feel welcome and good organisation ensures that children's well-being and development is enhanced through planned activities. Parents receive information about their children's progress through regular feedback. The childminder provides notes in the daily diary and observation and assessments in the profile covering aspects of children's well-being and play so that parents can be actively involved in their children's learning. The childminder regularly assesses her service and reviews policies and procedures that underpin her business. Clear records including registers, accidents and medication result in clear communication with parents and consistency in how the childminder shares the support for children's communication and learning.

Effective measures are in place to promote children's good health including those for dealing with accidents and for administering medication and these are clearly shared with the children's parents. However, the childminder does not currently have consent for emergency medical advice or treatment. She holds an up-to-date first aid certificate which she has recently renewed. Children are encouraged to eat healthy and well balanced meals and have access to water throughout the day. They are kept safe because the childminder assesses the environment that the children use and has thought about safety precautions when taking the children outside or picking them up from school. She clearly knows her responsibility to safeguard the children in her care and would share concerns appropriately with outside professionals should the need arise.

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

Children settle well with the childminder, the settling in time is central to this part of the childminder's work and it allows her to build on children's starting points very effectively. Children play in a well organised environment; all areas are set up in a child-friendly way to encourage them to access resources. Children's confidence is well supported and the childminder is attentive to their needs, as they explore she explains to them clearly about what they are doing. Children are treated as individuals in an inclusive environment, the childminder plans to develop her selection of toys and books that reflect different cultures and ways of life which are currently limited. She provides very well for children's interests and language development. The children respond well for example, as they sort through and name the different fish and animals of the ocean in both their home language and English. The childminder is a positive role model, she is calm and gently spoken; she smiles and enjoys herself as she plays with the children. The children react very positively and are secure with the childminder's expectations and daily routine, which includes trips to local parks and playgroups where they socialise with children their own age.

Children enjoy art and craft and drawing and have their creations displayed on the childminder's walls, giving them pride in their work. They choose from resources available, learn to use computers and programmable toys, complete puzzles, and read books with the childminder. Children enjoy the activities and resources provided and the childminder gets to know them well as she interacts with and communicates with them. Their learning and development is well supported and they demonstrate increasing independence and confidence when moving around

the room and choosing the things they like to do. The childminder uses her knowledge of the children by talking to their parents and observing them in their play to help them progress in each area of learning.

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

### Leadership and management

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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<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?	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](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**

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.