

## Inspection report for early years provision

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<b>Unique reference number</b>	140180
<b>Inspection date</b>	11/05/2009
<b>Inspector</b>	Maggie Thorp
<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 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 1980. She lives with her husband, one adult child and her partner and three grandchildren two of whom are secondary school aged and one of whom is aged five years. They live in Muswell Hill in the London borough of Haringey. The living room, kitchen, downstairs toilet and one upstairs bedroom of the childminder's house is used for childminding. Access to the provision is via a few steps to the front door. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of six children at any one time and is currently minding five children in the early years age group, some of whom who attend on a part-time basis. The family have two dogs who are not in contact with minded children. She is registered on the Early Years Register and both parts of the Childcare Register.

## Overall effectiveness of the early years provision

Overall the childminder provides a satisfactory quality of care and she ensures that all children are welcomed and that their needs are met. Their self-esteem is effectively fostered by the good partnership the childminder has built with parents. Children's health and safety is protected by some but not all aspects of the childminder's care. Children are making progress through the range of adult led activities she provides but free play times are less stimulating. The childminder is continually developing her service through self-assessment and attending local authority training.

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

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

- ensure checks are carried out on all people connected with the provision to ensure their suitability as soon as this becomes necessary
- promote children's health, by ensuring they have access to drinking water throughout the day and that toileting arrangements encourage their independence and ability to manage their own personal hygiene
- organise activities and the way play materials are stored to promote children's independent learning so that differently aged children have equally stimulating play and all children can see and select from the choices available
- risk assess the areas children use and act on any findings to reduce hazards in relation to how things are stored and safety in the garden

## The leadership and management of the early years provision

The childminder has organised her record keeping effectively to ensure that she knows children's individual needs and parents' preferences about their care. She

provides parents with detailed information about the themes she is exploring with children and has photographic records of children's participation in these for parents to enjoy. Parents provide feedback on what they appreciate about the care their children receive and this includes the support she offers to help new children settle and how the childminder works well with parents to help children at different developmental stages such as potty training. The childminder has begun to make links with others providing early years care for children so that their learning, for example at nursery, can be reinforced in her home.

The systems in place for risk assessment are less well organised and effective. The childminder has taken some steps to ensure children are protected and that some hazards are inaccessible to children for example, in relation to fire safety and access to the kitchen. Children are well supervised and a sleep monitor is used when children sleep upstairs. However, some risks have not been identified and dealt with. Storage is not well organised and bags and coats fall from where they are piled causing trip hazards. The compact disk player flex trails down from a high surface and is within children's reach and sharp edges of sawn off shrubs protrude in parts of the garden in which children play.

The childminder has assessed her overall provision and taken some effective steps to develop her practice. She has attended local authority training on delivering the Early Years Foundation Stage and now plans a number of interesting activities around a theme for children to do each week linked to the different areas of learning. This helps children learn and progress. However, her evaluation of provision for children's health and safety is not always well targeted. Recent assessment has not led to improvements being made to enable children to manage their personal hygiene more independently or to put systems in place to ensure that there is no delay in checking the suitability of adults in the home.

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

Children enjoy the stimulating adult led activities that the childminder provides. These are planned to help children make progress across the different areas of learning as they explore a particular theme. Children following the theme of food, made collages, discussed their preferences and shopped for food which they cooked with the support of the childminder. Children learnt new words, gained maths skills as they sorted, compared sizes and measured ingredients. Children's learning was further promoted as they mixed and cooked these different foods and the childminder drew children's attention to their changing appearance during these processes. In addition, children learn about the natural world as they dig and plant in the garden and their creativity is fostered as they paint and draw indoors.

However, when children are involved in free play their experiences and consequently their learning is less well supported. The toys immediately accessible to children are heaped into a few large tubs on the floor. Children cannot see what the choice is or easily find the resources that they know are there. This results in children not being able to extend their play and develop their ideas and does not encourage their independent learning. On occasions younger children have less

stimulating play when older children are engaged in activities suitable for their abilities and interests. In addition, sometimes children wanting to engage in very lively play are not always given the opportunity to run and play outdoors. Overall children's progress is being observed and monitored satisfactorily to help them progress.

Children are learning to keep themselves healthy and safe through some aspects of the childminder's care. They enjoy a varied and healthy diet. The childminder encourages children to try a variety of fresh fruit and vegetables and mealtimes are good social occasions for children. The childminder provides children with milk and water rather than sugary drinks, however, drinking water is not always easily accessible for children. Children's hands are washed before meals by the childminder as she moves around the table with a bowl of warm water but this does not encourage children to manage their own personal hygiene. Their towels are not placed in the downstairs toilet that children use, and there is no step to enable children to reach the toilet and wash basin and so enjoy accessing these facilities independently.

Children's behaviour is managed well. Older children respond kindly to younger children and they are learning good manners and to help for example, in tidying away toys. Disputes and upsets are few. The childminder's sensitive support and her knowledge of what is important to individual children mean that the times children get upset and frustrated are greatly reduced.

## 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?	2
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:

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:

- develop and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect. (also applies to the voluntary part of the childcare register) 25/05/2009
- make a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register (also applies to the voluntary part of the childcare register) 25/05/2009

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 (Arrangements for Safeguarding Children; Procedures for dealing with complaints ) 25/05/2009