

## Inspection report for early years provision

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<b>Unique reference number</b>	141151
<b>Inspection date</b>	11/05/2009
<b>Inspector</b>	Jane Davenport
<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 1992. She lives with her husband, her 15 year old daughter and her adult son and daughter in a house, which is situated in Chingford in the London borough of Waltham Forest. The whole of the ground floor of the premises is used for childminding and 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 four children in the Early Years Foundation Stage (EYFS) on a full and part-time basis. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder walks with children to the local school, library, toddler group and park. She is a member of the National Childminding Association (NCMA).

## Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children are cared for in an environment that is warm, welcoming and homely. Although the childminder has not yet established a system for planning, observing and assessing the activities provided, a suitable selection of age appropriate play opportunities is provided. Satisfactory procedures are in place to promote children's welfare and positive relationships have been developed with parents. Children's needs are routinely met as the childminder is aware of the uniqueness of each child. Some improvements have been made since the last inspection. The childminder is beginning to consider methods for self-evaluation; however, these are not fully developed to securely identify areas for improvement.

## 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 EYFS guidance to record children's starting points, plan, monitor and assess their progress and provide suitable activities and resources to promote their development (Organisation)
- develop an effective system to ensure the needs of all children are met, for example to self evaluate. (Organisation)

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

- make available to parents a written statement that provides details of the procedure to be followed if they have a complaint (Safeguarding and welfare) (Also applies to both parts of the Childcare Register) 01/06/2009
- request written permission from parents for seeking emergency medical advice or treatment (Safeguarding and welfare) 01/06/2009

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

The childminder has some basic understanding of the EYFS framework and the welfare and learning and development requirements, although she has not attended any relevant training. The childminder has identified that she needs to become more familiar with the EYFS framework. In addition to this she is also aware that she needs to implement a system for planning, evaluating and assessing the activities and opportunities provided for children.

Parents are provided with helpful information about the setting and they are invited to contribute what they know about their child's needs and interests when their child first starts to attend. This identifies starting points and helps to focus on children's individual needs. Parents provide information about their child's specific care needs, for example, their medical and dietary requirements. Parents are kept informed of their child's achievements and progress through daily feedback. The childminder has good relationships with parents, is open and supportive and respects confidentiality.

Children's welfare and well-being are generally safeguarded as the childminder has a sound understanding of child protection recording and reporting procedures. Children are cared for in a safe and secure environment. The childminder carries out informal risk assessments of her home to ensure that the areas used are safe for children and she uses safety equipment such as stair gates and socket covers effectively. The childminder currently has an insufficient understanding of how to respond to complaints and she has not made a complaints procedure available to parents. In addition she has not requested prior written consent from parents to seek emergency medical treatment and systems to securely identify areas for improvement to her service have not been put in place.

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

Children benefit from the caring and affectionate relationships they have established with the childminder. The children relate well to the childminder and are happy and confident in her care. The childminder has a daily routine with the children which includes planned and free activities. Children play in the play room where their independence is fostered as they can choose between a variety of toys, books and age appropriate activities which are available to them. A varied range of resources are organised so that children are able to access them independently.

Children benefit because the childminder spends a lot of time talking, listening and playing with them. For example, she asks them open ended questions, talks to them, and responds appropriately to their individual needs. Children draw with the 'Magna-Sketch', complete puzzles and read books with the childminder. They enjoy the close contact of sitting on her lap and receiving individual attention. The childminder encourages children's communication skills by naming the things they

are using as they play. For example, they are encouraged to find the letters in their name as they play with the magnetic letters and board and to sound them out phonetically.

Children enjoy many opportunities to participate in creative play. For example, they squeal with delight as they experience the tactile sensation of making finger prints in shaving foam. They discuss how it smells and describe it as 'nice and creamy' and 'squidgy' as they are encouraged to verbalise what it feels like. The childminder plans her day so children socialise and become involved in group activities at local drop-in groups. Daily outings ensure children enjoy regular opportunities for fresh air and exercise. They are further supported in developing a healthy lifestyle as they are provided with healthy and nutritious snacks and meals, which take account of all specific dietary requirements.

The children in the setting show a very positive relationship to both each other and to the childminder. They welcome each other at the start of a session and quickly settle to activities as they confidently separate from their parents. The childminder acts as a positive role model to the children and offers each child very good levels of support. The behaviour management strategies used by the childminder are very effective as children are praised appropriately and simple rules are consistently and patiently applied.

The childminder currently plans the activities informally on a day-to-day basis before the children arrive. She shares their progress with parents through talking to them every day and providing them with photographs of their children at play and examples of their work. She is still in the process of developing the children's records, so that she can be more systematic in making sure that all the areas of learning are covered in accordance with the EYFS.

## 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>	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:

- take action as specified in the early years section of the report 01/06/2009

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 01/06/2009