

Inspection report for early years provision

Unique reference number	140220
Inspection date	19/03/2009
Inspector	Gulnaz Hassan
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 1991. She lives with her husband, two adult children and one younger child. They live in a four bedroom, three storey house in the London borough of Haringey. The designated play room and kitchen/dining room are available for childminding purposes and are easily accessible. The bathroom for children's use is situated on the first floor. A fully enclosed garden is available for outdoor play.

The childminder is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register. She may care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age group. She may also offer care to children aged up to 11 years. The childminder currently has six children, who attend on a part-time basis, in the early years age group on roll. She is available to look after children every day of the week.

Overall effectiveness of the early years provision

The overall effectiveness of the early years setting is satisfactory. The childminder is generally effective in meeting the needs of children. However, there are a number of weaknesses present that are as a result of inconsistent knowledge and understanding of the Early Years Foundation Stage. The childminder demonstrates some awareness of inclusive practice but this is not actively promoted, for instance the childminder does not make the most of diversity within the community and amongst the children who attend to help them understand the society they live in. Plans to maintain continuous improvement are sound; the childminder has met recommendations set at previous inspections reasonably well.

What steps need to be taken to improve provision further?

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

- develop knowledge of the areas of learning and make systematic observations and assessments of children's achievements, interests and learning styles, and use these to identify learning priorities and to plan relevant and motivating experiences for each child
- promote children's understanding of diversity through activities and experiences that encourage children to talk about, value and develop an understanding of their own and other cultures, religions and backgrounds
- develop the systems to gather information about children's learning and interests from parents and to include parents in the planning for children's learning and development
- promote children's independence and understanding of handwashing procedures by ensuring that children have access to hand washing facilities

The leadership and management of the early years provision

The systems for self-evaluation are sufficiently effective in identifying key areas of the provision that require improvement. For instance, the childminder has clearly identified weaknesses in her understanding of the learning and development requirements and has considered further EYFS training to secure improvement in these areas. The childminder has attended training, such as food hygiene and child protection and these have been mostly effective in ensuring improvements in her practice and care of children. The childminder attends childminder forums where she is able to share experiences and discuss practice with other childminders and with local authority development workers.

The systems in place for safeguarding children are effective. The childminder is aware of the child protection procedures necessary to protect children and she is secure and knowledgeable of the different areas of abuse. The childminder assesses risks to children well, for instance in regard to home and outdoor safety. Documentation in relation to the attendance register and children's records with regard to welfare are available and relevant information is well recorded. In addition, policies and procedures, such as for lost and uncollected children ensure that prompt action will be taken to ensure the safety and welfare of children.

Partnerships with parents and carers are satisfactory. Information about children's care needs is exchanged on a daily basis and parents are provided with information about children's daily routine, care and some aspects of their learning. Parents are less well informed about their children's progress towards the early learning goals; although some written notes and photographs of children engaging in activities are shared with parents. Although the childminder knows children and their families well, parents are not actively encouraged to share what they know about their children, for instance in regard to their children's capabilities, home interests and starting points, to further support children's learning and development at the setting.

The quality and standards of the early years provision

The childminder has a basic understanding of the learning and development requirements. This means that children are making generally adequate progress in most areas of their learning and development. The childminder provides a range of activities and experiences, such as creative activities, water play, collage work, matching objects to numbers, arranging train tracks and building snowmen in the garden. In addition, children enjoy pretend play and selecting their own activities from the wide range of play materials and books available. Children also visit a number of childminder drop-in groups which further supplement the activities and experiences available at the setting. Whilst children enjoy their play, their learning, particularly when they engage in free and self-initiated play is not always fully supported. This is because the childminder at times has an insecure grasp of all the areas of learning and as a result does not consistently promote children's learning through the activities provided. The childminder has systems in place to observe children, as yet these are not used to plan for the next steps in their

learning. The childminder has a general knowledge of children's individual backgrounds and diversity. However, the steps taken to promote understanding of inclusion and diversity and to help children to value their own and other cultures, religions and backgrounds are not yet fully developed.

Children's safety is well promoted. For instance, there are good safety procedures, such as emergency evacuations, in place and these are well supplemented by safety equipment fitted throughout the premises and garden. Children are learning about some aspects of safety, such as road safety. Hygiene procedures are mostly appropriate, however practice is inconsistent. For instance, although children are encouraged to wash their hands they do so using bowls of water. This means that children are not learning about good hand washing habits or promoting their independence effectively. There are good accident and illness procedures in place that ensure that children will receive prompt and suitable treatment. Children enjoy a range of healthy and nutritious home cooked meals provided by parents which the childminder supplements with fresh vegetables and fruit. Children's occasional moments of misbehaviour are managed gently and appropriately and the childminder reinforces sharing and turn taking between the children.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
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?	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

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met

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.