

## Inspection report for early years provision

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<b>Unique reference number</b>	EY384259
<b>Inspection date</b>	06/03/2009
<b>Inspector</b>	Sharon Henry
<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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 an adult daughter in the South Woodford area within the London borough of Redbridge, close to shops, parks, schools and public transport links. The whole of the ground floor is used for childminding.

The childminder is registered to 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 range. She is currently minding four children in this age group, some of whom attend part time. This provision is registered by Ofsted on the compulsory part of the Childcare Register.

The childminder has a cat.

## Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. All children are welcomed into a friendly family home. The childminder provides sufficient opportunities for children to learn and develop in the Early Years Foundation Stage (EYFS). Satisfactory systems are in place to ascertain information from parents relating to children's specific needs, ensuring that children have their individual needs met. Most documents are in place and sufficiently detailed. However, the systems to monitor and evaluate the quality of the welfare and learning and development of children are not yet fully developed.

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

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

- develop systems to monitor and self-evaluate the practice to ensure continuous improvement for children
- ensure that observations are used to plan for the next steps in children's progress and development towards the early learning goals
- develop assessments to identify children's initial starting points

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

- ensure that any person whose suitability has not been checked does not have unsupervised contact at any time with children who are being cared for (Safeguarding and welfare) 03/04/2009
- ensure written parental permission is requested, at the time of admission to the provision, to the seeking of any necessary emergency medical treatment or advice. (Documentation) 03/04/2009

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

Children benefit from a warm and welcoming environment. Children are valued and respected. Their individual needs are met. They follow their daily routine which is discussed with parents. Good strategies are used by the childminder to manage behaviour. As a consequence, children are learning to behave well.

The childminder has taken some steps to ensure children's safety, for example, safety equipment such as stairgates and a fire alarm on all levels of the home. However, she has not taken sufficient steps to ensure children's safety with regard to ensuring that they do not have unsupervised contact with persons who are not vetted. Most of the required records to promote children's health and welfare are in place, such as accident and medication procedures. However, written consent for emergency medical treatment is not sought from all parents, which compromises children's health and is a breach of the specific legal requirement.

The childminder encourages positive relationships with parents. She provides them with written and verbal information about her service and what children have been doing. This means that parents are fully aware of all aspects of care. The childminder knows and understands that parents are the main carers of their child and works closely with them to maintain continuity of care. However, systems for sharing children's learning and development are yet to be fully established.

She is beginning to reflect upon her practice, but she is yet to develop robust systems to ensure that all gaps in her provision are identified and appropriate action is taken to improve outcomes for children.

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

The childminder provides a welcoming environment for children where they settle in easily and enjoy a balance of free choice and more adult-led activities. She effectively uses the everyday routines to develop their learning, such as walks to school and meal times at the table, and maximises every opportunity to talk with children and encourage their language development as they share experiences about what they have done at home or over the weekend. For example, on arrival the children excitedly show the childminder their flashing trainers and explain that they are new.

The childminder understands the importance of providing resources to support the different areas of learning, so there is a range of toys set out for children to access freely. Children's individual needs are supported well through established daily routines and flexible planning and children are confident to initiate their own play as they move freely around the room.

Children benefit from varied and nutritious meals which meet special dietary needs and ensure children remain healthy. They are offered food such as pasta and vegetables. Children enjoy eating healthy options, such as fruit for snacks, and

drinking water. The childminder obtains information from parents about their children's individual needs and respects parents' wishes.

Children enjoy being creative as they participate in activities such as painting and drawing. They develop their imaginative skills as they play with the dolls' house and the animals. They pretend to go shopping and discuss what they want to buy. For example, they pretend to go to the market to buy fruit. Younger children spend time playing with programmable toys as they push and press buttons and become excited with the results. They spend a considerable amount of time playing with the train and filling the bucket with bricks.

Children's physical development is well supported. They visit places of interest, such as local parks. They enjoy playing in the garden, where they have access to a suitable range of outdoor equipment which enhances their learning experiences, for example scooters, slide and side and ride toys. Trips to the library promote their interest in reading as they select their own books and the childminder provides some opportunities for letter recognition and mark making.

The children's communication and language skills are supported generally well. Older children are articulate and confident, chatting happily as they play and showing enthusiasm in all activities. However, opportunities to develop younger children's language and communication skills are not always extended to further support their learning and development. Observations are beginning to evolve as the childminder tracks children's progress through their play. However, there is a lack of information about the next steps and starting points.

## 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

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## **Annex B: the Childcare Register**

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

Met