

Inspection report for early years provision

Unique reference number	133135
Inspection date	24/03/2009
Inspector	Lindsay Hare

Type of setting	Childminder
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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 registered in 1988. She lives with her partner and two children aged 13 and two years in the London borough of Islington. There are steps leading down to the maisonette and the whole of the premises is used for childminding. There is a secure courtyard for outside play and the childminder regularly visits local parks and toddler groups. The childminder cares for children during term-time and school holidays.

The childminder is registered to provide care for a maximum of four children under eight years at any one time, of whom no more than two may be in the early years age range. She is currently minding one child in the Early Years Foundation Stage. The provision is also registered by Ofsted on the compulsory and voluntary Childcare Registers.

The childminder attends several groups with the children and is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good and children are making generally good progress in their learning and development, although there are some weaknesses in the observation and assessment process. Inclusive practice is promoted to ensure that each child has the opportunity to reach their potential and they are beginning to learn about the world around them through the resources and activities available to them that reflect positive images of diversity. The close partnership with parents ensures the needs of all children are met and that they get any additional support they may need. However, some lack of understanding of the requirements has led to a requirement not being met. The childminder is able to identify some of the strengths and areas for improvement within her practice in order to secure future development. The recommendations from the last inspection have been addressed.

What steps need to be taken to improve provision further?

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

- improve the educational programme by linking the planning to specific elements within the areas of learning (Educational programmes)
- follow the guidance set out in the publication - 'What to do if you're worried a child is being abused - summary'

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

- notify Ofsted in the future of any significant event (Suitability of adults, also applies to both parts of the Childcare Register)

24/03/2009

The leadership and management of the early years provision

The childminder is able to verbally identify the strengths of her childminding practice and is aware of some of the areas in which she needs to improve. She has taken effective steps to develop her practice. Children are well supported by the childminder on a one to one basis, who takes time to engage in their play and develop their language skills. The observation and assessment process does not yet clearly show how children are progressing towards the early learning goals and therefore the next steps for children are not always identified or planned for.

The childminder communicates well with parents to ensure that she provides consistency and is respecting the wishes of parents. For example, the childminder accepts the parents' request regarding their child's diet and the childminder has produced menu samples to keep parents informed of the variety of foods their child is being offered to eat. The childminder also seeks the views of parents via a questionnaire in order to identify areas of her practice which she can develop further and implement new ideas. She has not kept Ofsted informed of a significant event, which she is required to do, to ensure that the children's welfare and safety is not compromised.

The childminder is part of a childminding network and this helps to keep her up-to-date with current childcare issues. The childminder's knowledge of safeguarding issues ensures that children are well protected although some of the guidance literature is not in place for her to follow.

The quality and standards of the early years provision

Children thoroughly enjoy their time with the childminder and are making good progress in their learning and development. There are planned activities, which are based around the children's interests and needs. These, together with the wide range of activities and experiences the children receive at the many groups they attend with the childminder, ensure that there is a good balance across all areas of learning. Some observational assessment is in place and this is shared with parents. However, the learning intentions of the activities do not clearly link to the specific elements within the area of learning and therefore do not fully support the planning for the next steps for children.

The childminder supports children well, recognising those who are shy with visitors and providing familiar activities that she knows they enjoy, such as sticking with glue and glitter. Children are able to help themselves to a wide variety of books in the floor basket and often use the finger puppets in their story telling. Children play imaginatively, using dry pasta with the dinner set and dressing up. They enjoy looking at themselves on the computer screen and are able to use portable cameras independently. Children are able to explore the outdoor environment within the small courtyard area and use magnifying glasses to look at both artificial bugs and real leaves and twigs that the childminder collects for them. Children

develop their physical skills at the groups, where they can ride on toys and tricycles and use climbing equipment in the group's outside area and when they visit the park.

The warm environment and sensitive support enables children to develop their independence. For example, as they spread butter on their bread and help to cut up cheese for lunch. The children's language skills are developing well as the childminder models what they are doing and encourages new vocabulary. For example, the child picked up a toy fork and said 'fork' to which the childminder praised her, reiterating the word and then asked her if she could find the spoon. Children thread beads and problem solve as they use the shape sorter and are keen to practise counting out sweets to decorate their gingerbread men. The childminder communicates well with parents and observes initially to ascertain children's starting points and then uses this information to assess what resources are needed. For example, one child started with her at six months, so the childminder obtained chunkier pencils and peg puzzles for her to use.

Children are cared for in a safe, secure environment where hazards have been minimised and an thorough risk assessment has been carried out. Children's good health is promoted because there are effective procedures in place to prevent the spread of infection, such as a clear sickness and medication policy and handtowels and flannels are changed daily. Children learn to keep themselves safe as they regularly practise fire drills and follow the house rules, such as not running inside and sitting down when eating. All the necessary documentation is in place and an accurate record of children's attendance is kept.

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?	2
How well does the provision promote inclusive practice?	2
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?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
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?	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

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:

- ensure there is a written statement of procedures to be followed to safeguard children being cared for from abuse or neglect (Arrangements for Safeguarding Children, also applies to the voluntary part of the Childcare Register) 07/04/2009
- take action as specified in the Early years section of the report (Providing information to Ofsted) 24/03/2009

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 (Providing information to Ofsted) 24/03/2009
- take action as specified in the compulsory part of the Childcare Register (Arrangements for Safeguarding Children) 07/04/2009