

## Inspection report for early years provision

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<b>Unique reference number</b>	141227
<b>Inspection date</b>	11/02/2009
<b>Inspector</b>	Lynn Palumbo
<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 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 has been registered since 1993. She lives with her husband and two daughters in a three bedroom house in the London borough of Waltham Forest. The kitchen/diner, toilet, washroom, playroom & garden are easily accessible to children. A fully enclosed garden is available for outdoor play.

The childminder is registered to care for five children under eight years and of these, not more than three may be in the early years age group. The childminder is also registered on the compulsory and voluntary parts of the Childcare Register. There are currently two children on roll within the early years age group. They attend at different days and times of the week.

The childminder attends local toy libraries. She is a member of the National Childminding Association.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Children enjoy the time they spend with the childminder in the welcoming environment. Inclusive practice is satisfactory, for example, the childminder talks to children about people's disabilities and she has a small range of play materials which support diversity. The childminder meets the personal care needs of the children by working positively with their parents. Children make sound progress in their learning and development as they have a satisfactory range of appropriate play experiences with which to engage and have fun. The childminder has the capacity to self-evaluate her practice with children and strives towards constant improvement for their benefit, for example, she is keen to enhance her knowledge and understanding of the Early Years Foundation Stage.

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

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

- improve the two-way flow of information with parents to promote a shared understanding of children's individual needs and involve parents in practical ways to support their child's learning and development through all the early learning goals.
- 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 by planning activities and experiences that encourage children to talk about, value and develop an understanding of their own and others cultures, religions, languages and backgrounds

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

The childminder is evaluating her practice by identifying what she does well and the areas in which she needs to develop, for example, she is keen to fully develop her knowledge and understanding of the Early Years Foundation Stage framework and guidance. Furthermore, recommendations from the previous inspection report have been met well, for example, parents have consented to emergency medical treatment for their children.

The childminder understands the importance of working closely with parents to ensure consistent and appropriate care is given to each child to ensure their well-being is safeguarded. For example, she ensures that she obtains all the relevant information from parents about their health and dietary requirements. The childminder has a good knowledge of child protection issues and understands the procedure to follow to report concerns. The childminder ensures there are no obvious safety hazards for children in her home and garden, to keep them safe. She has in place appropriate fire detection and control equipment, for example, smoke detectors are in place and fire exits are clearly identified.

The childminder informs parents and carers about their children's daily activities and are sufficiently encouraged to know the child's stage of development. However, parents are not encouraged to become involved in their children's ongoing observation and assessment process. The childminder is aware of the extended services available to support children with learning difficulties and disabilities.

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

Children play in an organised environment where they can choose from accessible toys and resources to initiate activities they are interested in, for example, they choose pots and pans to make rice within the home care area. The childminder has an understanding of the Early Years Foundation Stage framework and guidance and children are making satisfactory progress. However, children's learning is not fully challenged across all the areas of learning. A system of observation is in place but this is not fully effective in planning for the next steps and for supporting children's individual learning needs.

Children are given opportunities to develop their problem solving, numeracy and reasoning skills as they learn a variety of shapes and count in sequence when threading beads. In addition, they choose blocks to build structures. Children do enjoy making marks and drawing circles. Children develop their gross motor skills as they explore space and movement, for example, they move along in wheeled toy cars in the garden. Children develop their creative skills as they use paints to create pictures and they enjoy listening to nursery rhymes that the childminder sings. They have opportunities to play on recreational equipment when they visit the local parks and dance at the toy library. Children have access to a number of resources and play materials which reflect diversity, such as dollies, a cultural poster and they have created a card to learn about Eid. In addition, they discuss

people with disabilities. However, the childminder has not fully established a system to ensure that children's individual backgrounds, language and other aspects of their culture are fully reflected and incorporated into the daily activities and routine.

Children are learning to be healthy. They are cared for in setting where sound hygiene procedures ensure the health of the child. For example, they wash their hands before they eat. Children enjoy a snack, such as a variety of fresh fruit, water and milk. Children with allergies receive dietary alternatives. Children are learning to be safe, for example, they take part in fire drills and learn about road safety. Children are naturally well behaved. They are learning to share and show respect for each other. Children's behaviour is suitably managed by the childminder using positive methods that are appropriate to their level of understanding and development.

## 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?	2

### 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>	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?	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:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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## **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 the last inspection.

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.