

## Inspection report for early years provision

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<b>Unique reference number</b>	EY367466
<b>Inspection date</b>	27/08/2009
<b>Inspector</b>	Susan Ennis
<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 registered in 2007. She lives with her three adult children in Chingford. The whole of the ground floor and the first floor bathroom of the childminder's house are used for childminding and there is a fully enclosed garden for outside play. Accessibility to the premises is via two small steps. The family has no pets.

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 group. She is currently minding one child in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. The childminder provides a welcoming and generally safe environment for all children and ensures that they are all included and supported. Activities are adapted to enable all to participate and enjoy their time at the setting. Children make suitable progress in their learning and development because the childminder's flexible approach to planning generally meets their individual needs. She has started to evaluate her practice and is, therefore, able to make changes to improve the daily care and experiences she offers the children, parents and carers.

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

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

- improve the use of planning to more clearly show the differentiation for each child and develop further the use of observation and assessment to demonstrate children's starting points, their developmental progress and their next steps
- ensure safety risks to children are minimised. This refers to low-level alcohol in the kitchen and the regular practising of the emergency fire drill
- increase children's knowledge of the wider world by providing a range of activities and resources that reflect the diverse society we live in
- develop further a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

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

- conduct a risk assessment and record when it was carried out and by whom. Regularly review the risk assessment, at least once a year, and include in the

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record the date of review and any action taken following a review or incident (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register)

- carry out a risk assessment for each type of outing and review it before embarking on each specific outing (Safeguarding and promoting children's welfare).

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

The childminder generally has most procedures in place to ensure that all children are suitably protected. For example, she is aware of the signs and symptoms of abuse and has the contact numbers for reporting concerns. She ensures that toys and resources are safe and suitable for the children attending and has an emergency fire drill in place. However, this is not practised potentially affecting the children's welfare. Children move freely around the premises because the childminder takes sound steps to minimise the hazards and supervises them at all times. However, as risk assessments are not carried out of the premises, garden or for outings attended by the children, their safety is compromised. Also there is alcohol stored at a low-level which is accessible to the children.

The childminder builds a trusting and friendly relationship with parents. She regularly discusses the children's welfare and development with them through verbal communication and use of daily diaries, soundly promoting consistency and progress. Parents are encouraged to share any concerns they may have and are made aware of the childminder's policies and procedures including the complaints procedure. The childminder has implemented some systems to improve her provision such as devising a written menu to show parents and labelling the resources to enable the children to more easily select their choices. She receives feedback in a positive way and has the capacity to improve. However, as self-evaluation is not currently taking place strengths and areas for improvement are not clearly identified, therefore, limiting potential priorities for further development.

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

The childminder offers a sound range of opportunities to support the children to make satisfactory progress in the areas of learning and development. Her flexible approach to planning ensures that children's likes and dislikes are responded to and their ideas responded to. For example, when children choose to look at book rather than play with the figures offered to them by the childminder, they all sit listening to the words and lifting the flaps in the appropriate places developing their language skills as they do so. However, the planning does not currently identify the differentiation for children's individual needs potentially leading to areas of concern or further challenge being missed. The childminder knows the children well and is generally aware of where they are in their development. However, there is little information regarding children's starting points and limited

observation and assessment records do not sufficiently influence the planning of activities. Therefore, children's individual needs and their next steps are not effectively met.

The childminder generally ensures that there is a sound range of both indoor and outdoor experiences to extend the children's learning. For example, trips to the local farm increase children's knowledge and understanding of the natural world as they watch the animals and imitate the noises they make. Visits to local playgroups also develop children's social skills and encourages them to play alongside their peers. Children are becoming aware of time and routine as the childminder displays a visual timetable on the wall and wears clue cards around her neck which the children enjoy looking at picking out prompts such as a smiling face. They enjoy the stimulating activities provided by the childminder. For example, they follow instructions about which coloured hoops to put on the pole and confidently repeat the names of the colours used. This is later shared with the parents who purchase one for at home to continue the fun and interest.

All children are treated with equal concern and respected individually. Their understanding of the wider world is soundly promoted as they, for example, celebrate festivals such as Eid. However, resources reflecting the diverse society in which we live are limited. The childminder is able to provide care for all children and promotes an inclusive environment. Children are clearly settled with the childminder and demonstrate their trust in the relationship as they, for example, go to her for a cuddle when they feel a bit tired. They are encouraged to use appropriate behaviour and are praised by the childminder, who as a positive role model helps them make the right choices.

Children's health and welfare are positively promoted as the childminder takes effective steps to minimise the spread of infection and develop their understanding of a healthy lifestyle. They happily wash their hands after eating and messy play and enjoy the healthy home-made meals cooked by the childminder. They are becoming aware of their own safety as they are encouraged to use the equipment correctly, for example, drawing with the chinks rather than putting them in their mouths. Overall, the childminder soundly organises systems to ensure that every child receives an enjoyable and mostly challenging learning and development experience that is tailored to meet their individual needs.

## 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?	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:

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 (Suitability and Safety of Premises and Equipment) 10/09/2009
- devise a safeguarding children policy that also includes the procedure to follow in the event of an allegation being made against a member of the family. 10/09/2009

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 (Suitability and Safety of Premises and Equipment) 10/09/2009
- devise a safeguarding children policy that also includes the procedure to follow in the event of an allegation being made against a member of the family. 10/09/2009