

Inspection report for early years provision

Unique reference number	EY296995
Inspection date	21/04/2009
Inspector	Sharon Henry
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 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 2005. She lives with her parents, adult brother and young daughter within the Walthamstow area within the London Borough of Waltham Forest, 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 five children under eight years at any one time, of whom no more than two may be in the early years age range. When working with her mother, who is also a registered childminder at the same address, they may care for a maximum of eight children under eight, of whom four may be in 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 compulsory and voluntary parts of the Childcare Register. The childminder collects children from the local school.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children are included and their uniqueness is recognised. They are progressing satisfactorily in all areas of learning and development. The childminder has developed a satisfactory relationship with parents and information is shared daily. Overall, an inclusive and welcoming service is provided. The childminder demonstrates a positive attitude towards personal development and improvement and has the capacity to maintain the continuous improvement of the provision.

What steps need to be taken to improve provision further?

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

- ensure that observations are used to plan for the next steps in children's progress and development towards the early learning goals
- further develop observations and assessments to ensure that they are linked to the areas of learning
- develop a culture of reflective practice, self-evaluation and informed discussion to clearly identify strengths and priorities for development
- further develop knowledge of safeguarding, in particular the procedures to follow should an allegation be made against the childminder or a member of the household

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

- devise a policy outlining the procedure to be followed in the event of a parent failing to collect a child at the appointed time (Documentation)

08/05/2009

The leadership and management of the early years provision

Children's safety is promoted within the home and outdoors as the childminder has a good understanding of safety issues. Close supervision of children is used by the childminder to help prevent accidents and keep children safe. Emergency cover has been arranged by the childminder to ensure that the children will be cared for appropriately during unforeseen circumstances. The childminder has a good awareness of fire safety and has made provision for a safe and efficient evacuation, including good written plans. This ensures that children are aware of the procedures to follow should the situation arise.

The childminder helps children to stay healthy and she has a clear understanding of the importance of good hygiene practices. Children learn about personal hygiene through everyday routines such as washing their hands before meals and after using the toilet. Effective nappy changing arrangements minimise the risk of cross infection. Children's welfare is generally safeguarded, as the childminder has a secure understanding of child protection issues, such as the different types and signs of abuse and what action to take if she has a concern about a child in her care. A detailed safeguarding policy is in place, which is shared with parents. However, she is less confident of the procedures to follow should a allegation be made against herself or a member of the household, also her safeguarding policy does not include the procedures to follow should such an incident occur.

Appropriate documentation is in place for the recording of accidents, existing injuries, medication administration, and children's daily attendance. The childminder gathers relevant information from parents and carers in relation to their child's individual needs, including allergies, likes and dislikes. This two-way sharing of information ensures continuity of care for all children.

A good selection of policies and procedures is in place which promotes children's health, safety and wellbeing. However, the procedure to be followed in the event of a parent failing to collect a child is not in place. This is a breach of the specific requirement.

The childminder has identified areas for developing her knowledge and skills, for example, becoming more familiar with the Early Years Foundation Stage Framework (EYFS). However, she has yet to put into place systems to monitor and evaluate the provision, to ensure the ongoing development of the care and learning provided.

The quality and standards of the early years provision

Children are making steady progress in their learning and development. Children's individual needs are well known to the childminder, who takes time to gather relevant information about their care needs prior to the start of the placement. However, there is limited information gained about children's learning for the childminder to link into her planning. The childminder fosters trusting relationships with children so they feel settled and secure. She treats them with respect and

their views are valued. Children have access to a good range of suitable toys and equipment that incorporates the six areas of learning, and therefore meets their overall development. The organisation of resources allows children to independently access some equipment and therefore provides some opportunities to self select.

Displays of children's artwork show children enjoy being creative as they participate in painting and sticking; equipment such as chalk, threading and drawing materials is also available, which provides children with further opportunities to develop their creative skills in a variety of ways. Children enjoy good opportunities to develop their imagination and there is a wide range of dressing up clothes and resources to support their play. They become engrossed in role play as they pretend to take their babies for walks and then to church. They go shopping to buy food such as apples and pizza. The childminder extends their language as they discuss what sort of topping they would like on their pizza. She interacts with them in role play as she pretends to eat the apples whilst indulging in conversations by asking them what do they need to do with the apple before eating it.

Children are learning about the wider world as they celebrate St Georges Day. They use tools such as mini torches and become excited as they shine the light on the walls and become intrigued in where the light is coming from. They enjoy sitting outside watching the nearby trees being cut down as the childminder draws their attention to the machine that is grinding them up.

Children's social and emotional development is supported with routine visits to local drop-ins, where they have the opportunity to socialise with other children and adults. Daily walks and visits to the park provide them with the opportunity to experience outdoor play.

The childminder uses appropriate techniques for managing children's behaviour, for example, distraction, explanation and praise. This helps children understand right from wrong and to play together harmoniously. They are learning to share and take turns through everyday routines. For example, when both children want the same toy, they are reminded to wait until one has finished playing with it. Children are given praise and encouragement for their efforts and achievements, which contribute to the children becoming confident in what they do. The children are well behaved, happy and settled. They are confident, independent and use their initiative. They have warm relationships with the childminder and relate well to each other.

The childminder effectively follows her clearly written procedures to promote the welfare, care and safety of children. Documentation is very organised and all children's records are updated regularly. All registers and parental permissions required for the efficient and safe management of the provision are in place. Observations are beginning to evolve as the childminder is beginning to track children's progress through their play. However, not all observations are linked to the areas of learning and they are not presently used to inform planning; there is also 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

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?	3

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?	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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