

Inspection report for early years provision

Unique reference number	137481
Inspection date	07/05/2009
Inspector	Siobhan O'Callaghan
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 1997. She lives with her husband and their two adult sons and one younger child aged 15 years. The family live in Harlesden in North West London. The home is close to local shops, parks, schools and public transport links. The childminder utilises the whole of the downstairs accommodation for childminding purposes and one bedroom upstairs to provide undisturbed sleep. There is a fully enclosed garden available for outside play. The family have a pet Labrador dog.

The childminder is registered on the Early Years Register to provide care for a maximum of four children under eight years at any one time. She is currently caring for two children in the early years age group. Both children attend on a full time basis. The childminder 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 walks and drives to local schools to take and collect children. She attends regular parent and toddler groups within the local area.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The childminder provides a welcoming and generally inclusive home environment where children are making sound progress in their learning and development. Children's welfare, care and safety are sufficiently promoted through some positive policies and procedures, although systems to vet adults living within the home and the maintenance of some records are not robust. The childminder values working in partnership with parents to support children's continuity of care. She demonstrates a commitment to developing her practice, which is evidenced with her attendance at ongoing training opportunities to further develop her knowledge and experience within early years.

What steps need to be taken to improve provision further?

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

- improve risk assessments of the premises and equipment to ensure that they are conducted at least once in each calendar year and immediately, where the need for an assessment arises
- further develop planning and assessment systems to show how children are making progress in their learning and use assessments to promote their next steps in learning.

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

- ensure an enhanced Criminal Records Bureau (CRB) Disclosure is in place for all adults living on the

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premises (Safeguarding and welfare) (also applies to the compulsory and voluntary parts of the Childcare Register)

- obtain written permission from all parents before administering medication to children (Promoting good health)

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The leadership and management of the early years provision

The childminder has developed a broad range of records, policies and procedures required for the safe and efficient management of the Early Years Foundation Stage. She ensures that she keeps her knowledge and skills in first aid up-to-date so that she can manage emergency situations with confidence. However, she has failed to ensure that all children within her care have appropriate permissions in place to effectively safeguard them if they became unwell in her setting. The childminder organises a welcoming home environment for children where they are supported to independently access a suitable range of resources to meet their needs. They are able to rest and eat in comfort as the childminder provides them with appropriate furniture to keep them safe. For example, babies sit in highchairs so that they are secure and safe whilst they are eating; they sleep comfortably in travel cots, which are sited in a quiet bedroom upstairs. Many safety appliances have been implemented throughout the home to help keep children safe, although the childminder is not consistently monitoring the environment through annual risk assessments.

The childminder is able to protect children from potential harm or neglect as she has a sound knowledge and understanding of Local Safeguarding Children Board procedures. She is aware of her responsibility of working in partnership with parents and outside professionals where this is necessary. However, she has not put in place effective procedures to ensure that all adults living within her home have completed appropriate vetting procedures to deem their suitability. The childminder values working in partnership with parents, she shares information with them daily on an informal basis as she keeps them up-to-speed with their children's general progress and well-being. It is evident through parents' positive comments recorded in thank you letters that they value the care their children receive. Parents' comments include: 'I believe that my daughter has thrived under the childminder's care. She provides a home from home environment that is safe and secure. I receive daily feedback on sleep, eating, achievements and any other relevant information pertinent to that day.' These close working partnerships contribute towards children's feelings of security and sense of belonging within the setting.

The childminder has satisfactory systems in place to self-evaluate her provision and, therefore, bring about some improvements for children. Since her last inspection she has developed procedures to record children's attendance and thus monitors their time within the setting. She has attended further training opportunities to extend aspects of her knowledge within early years and she is

beginning to develop ways in which to plan and assess children's progress towards the early learning goals.

The quality and standards of the early years provision

The childminder is calm and patient with the children. It is evident from the positive interaction that they receive that secure and trusting relationships have been established. Overall, children are happy and content within the childminder's care. They approach her for cuddles and attention and confidently express their wishes, for example, when they would like a drink or a snack. The childminder ensures that all children are able to access her environment and the resources on offer. She organises her own time and routines to allow each child to receive due attention and consideration to their needs. Children's welfare is promoted through some positive practices that are incorporated within their daily routines. They are learning how to keep themselves and others safe as the childminder reminds them of the importance of tidying toys away before getting out more items. Children learn how to play safely around the baby as the childminder talks to them about the dangers that some toys may pose to babies. They are reminded of taking due care when climbing up and down the stairs, thus safety is reinforced sensitively within all experiences that children explore. Children are developing a sound understanding of appropriate hygiene practices as the childminder supports them to wash their hands, for example, before they eat and after petting the dog. She changes their nappies regularly and is vigilant at washing her own hands afterwards thus presenting them with a positive role model. Children enjoy healthy meals and snacks that are provided by their parents and then stored and prepared appropriately by the childminder.

The childminder has a generally sound knowledge of the learning and development requirements. She provides children with a broad range of experiences and activities both inside and outside of the home. Children's progress is currently shared verbally on an ad-hoc basis with parents. Although the childminder is in the early stages of developing some positive planning and assessment systems, these are yet to clearly highlight children's progress, along with their proposed next steps in their learning. Therefore, the monitoring of children's progress is not secure. The childminder encourages children's language development and communication skills through regular opportunities to share books together as well as to support their ability to engage within purposeful role play. Children's social skills are enhanced through weekly visits to toddler groups where they can play alongside children of a similar age. They have suitable opportunities to get fresh air and exercise on a daily basis as they walk within the local community and play within the garden. The childminder utilises many local amenities including the library and parks to offer children a variety of experiences whilst they are in her care.

Children enjoy cooking activities where they are able to measure and mix ingredients, which supports their developing concepts of numbers and problem solving. Young babies are developing their skills through independent exploration of both manmade and natural resources as the childminder presents them with an interesting range of materials that form a treasure basket. Both babies and older children play for extensive periods with these resources. Older children

demonstrate how they are learning to share and take turns as they show due consideration to the babies. This is further supported by the childminder's consistent role model as she praises children for being kind and helpful. For example, older children are delighted to receive praise for finding the baby's lost sock. Consequently children are developing good codes of behaviour. Overall children are developing appropriate skills that help to set some secure foundations for their future learning.

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:

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 section of the report with regards to obtaining appropriate checks 21/05/2009

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 section of the report with regards to obtaining appropriate checks. 21/05/2009