

## Inspection report for early years provision

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<b>Unique reference number</b>	EY279637
<b>Inspection date</b>	19/05/2009
<b>Inspector</b>	Sharon Henry

<b>Type of setting</b>	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 was registered in 2004. She lives with her husband and two children in a residential area of Walthamstow, within the London Borough of Waltham Forest. The whole ground floor of the childminder's house is used for childminding and a fully enclosed garden.

The childminder is registered to care for a maximum of three children in the early years age range and is also registered on the compulsory part of the Childcare Register. The childminder attends local community groups and walks to local schools to take and collect children.

## Overall effectiveness of the early years provision

Overall the quality of the provision is generally satisfactory. The childminder knows children well and values their individuality. Consequently, they are very settled and relaxed in her care, and are developing good social and personal skills. There are generally sound arrangements to promote children's health, safety and welfare. Children enjoy their experiences and activities, and are making generally steady progress in their learning. The childminder has a sound awareness of most of her responsibilities within the Early Years Foundation Stage (EYFS), and shows a ready willingness to further develop her existing practice.

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

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

- continue to develop the planning of activities and systems for observing children's progress, including matching observations to the expectations of the early learning goals and using them to plan the next steps in their learning
- continue to develop knowledge and understanding of the requirements of the Early Years Foundation Stage and develop systems to monitor and self-evaluate the practice to ensure continuous improvement for children
- ensure the safeguarding policy fully meets the requirement of the EYFS with regard to procedures to follow should an allegation be made against herself 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 child going missing and a parent failing to collect a child at the appointed time (Documentation) 13/06/2009
- conduct a risk assessment and review it regularly and ensure the risk assessment identifies aspects of the environment that need to be checked on a regular 13/06/2009

basis (also applies to the compulsory and voluntary parts of the Childcare Register) (documentation)

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

The childminder provides a relaxed, welcoming environment where potential risks have been addressed. Effective safety measures, such as safety gates and a well positioned fire blanket, contribute towards children's safety. Daily visual checks are carried out to ensure that the environment poses no risk to children. However, the risk assessment does not cover all aspects of the environment, such as the garden and outings. Effective systems are in place with regard to the recording of accidents and medication, all of which contributes to children's health and well-being.

Most documentation required for the efficient and safe management of the provision is in place, and satisfactorily supports the care and welfare of the children. For example, detailed information is kept on all children and appropriate consent forms are in place. However, the procedures to follow should a child go missing, or if a parent fails to collect their child, are not in place. Also some policies lack essential information; as a result they fail to fully meet the specific requirements. For example, the safeguarding policy does not include the procedures to follow should an allegation be made against herself or a member of the household and the complaints policy does not state the method used to investigate a complaint. The childminder is fully aware of her role and responsibility with regard to child protection and is confident in the procedures to follow should she have any concerns.

Partnerships with parents are established and the settling-in period ensures that the childminder obtains sufficient information to ensure that each child's welfare needs are met; however, there is not enough information gained about children's starting points and capabilities, and the involvement of parents in children's learning and development is not sufficiently robust. Parents are provided with information about all aspects of the childminding setting, including policies and procedures. The childminder has started to identify areas for developing her knowledge and skills, for example, developing her knowledge of the EYFS framework. However, her system of self-evaluation has yet to be developed to ensure all aspects of children's care and learning are continually monitored.

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

The childminder has a generally detailed understanding of the learning and development requirements and supports children with good questioning and her enthusiasm and the learning environment are effective in helping children to progress towards the early learning goals. However, her understanding and awareness of the areas of learning are not fully developed to ensure that children are frequently challenged and that their learning is extended through well planned, purposeful play, learning activities and experiences. The childminder has recently

started to put into place a system of assessing children's learning and development. However, the system for monitoring children's progress is in the early stages and does not take into account all children's starting points or show the planning for their next stage of development.

Children benefit from satisfactory range of toys and resources, which are age appropriate and organised to generally allow children to make choices, which effectively fosters their confidence and self esteem. Children's communication skills are promoted, because the childminder spends time talking to them. Good interactions between children and the childminder are observed and she fully supports children's play. For example, she puts on a puppet show of 'Little Red Riding Hood' using hand puppets and everyday items, such as a clothes horse and some fabric, to create the scene. Children enjoyed the production, as they shouted out to Little Red Riding Hood "the wolf, the wolf". Children enjoy books as they listen to the stories and discuss what is happening. They make ice lollies, which involves them pouring and stirring the mixture; they choose what flavour they want and discuss the colour of the lollies.

Children's personal and social skills are developing well. The childminder establishes positive and consistent expectations for children's behaviour, making effective use of praise, explanation and attention to encourage concentration and sharing, and calmly helping children negotiate and settle minor squabbles or disagreements. The childminder has a very caring approach and has a positive attitude towards treating the children as individuals, sufficiently promoting inclusion. She is able to support some children who have English as a second language as she speaks the same home language as the children, resulting in them feeling confident and at ease in her presence.

Children enjoy the variety of healthy and nutritious meals and snacks provided, and develop their social skills as they chat together during meals. They are developing good hygiene skills as they wash their hands before meals and after going to the toilet. However, they are not encouraged to cover their mouth when they cough, which compromises their health.

## 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?	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

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 13/06/2009

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 13/06/2009