

Inspection report for early years provision

Unique reference number	EY152149
Inspection date	25/06/2009
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 2002. She lives with her daughter in the South Woodford area of the London Borough of Redbridge. All of the ground floor facilities are registered for childminding purposes. A fully enclosed garden is available for outdoor play. The childminder is registered to care for a maximum of five children at any one time and is currently caring for three children, of whom one is in the Early Years age range. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Child Care Register. The family have a cat.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Systems for systematically observing and assessing children's learning and development are at an early stage but regular communication with parents ensures that children's routines and individual needs are known. All required documentation is in place and sound everyday practices discussed ensure that children's safety and welfare are appropriately protected. The childminder has a general awareness of her strengths and weaknesses and demonstrates a sound capacity to maintain continuous improvement.

There were no children present on the day the inspection took place.

What steps need to be taken to improve provision further?

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

- develop systems to monitor and self-evaluate the practice to ensure continuous improvement for children
- develop assessments to identify children's initial starting points and use the information gained from ongoing observations to clearly monitor children's progress and inform future planning to help move them onto the next stage in their learning

The leadership and management of the early years provision

The childminder demonstrates a clear understanding of how children's good health is promoted. She has systems in place to gather information from parents regarding medical needs, dietary requirements and allergies. She describes how children would learn about their personal hygiene through their normal daily routines and through discussions about the importance of hand washing. The childminder has taken action to ensure that risks in and outside her home have been minimised, so that children can play safely. She has devised a detailed risk assessment, which covers all areas of the environment and includes the garden as well as outings. She explains how she helps children to learn about their own

safety through discussions and practising fire evacuation and road safety. The childminder was able to demonstrate a good understanding of child protection issues; she was able to identify the main types of abuse and possible symptoms and is aware of her role with regard to recording and reporting concerns. A detailed safeguarding policy is in place, which is in line with the Local Safeguarding Children Board procedures.

Through discussion the childminder was able to show how she would work in partnership with parents. She gave examples of her present practice of daily verbal feedback at the end of the day and sharing children's portfolios with them. All records and documentation required for the safe and effective management of the setting are in place and readily available. The childminder has positively acted on actions raised at the previous inspection. She benefits from access to training and links with the local authority to secure continuous improvement and better outcomes for children. However she has yet to develop a system of self-evaluation to ensure all aspects of children's care and learning are continually monitored.

The quality and standards of the early years provision

Through discussion and documentation the childminder demonstrated a sound understanding of the Early Years Foundation Stage (EYFS) learning and development requirements. She has started to implement the framework with regard to planning activities that incorporate the six areas of learning. There was documented evidence of observations and assessments, which are linked to the areas of learning, with some backed up with photographs. However, children's starting points are not always clear and even though next steps are identified, there is no evidence to show that they are used to inform planning. The childminder was able to describe how she is beginning to develop links with the other setting the children attend by going on the school website to see what themes they were covering; she would then try and incorporate this in her planning.

The childminder was able to give examples of how she fully implements the EYFS. She talked about encouraging children's language development through discussions, reading stories and music and movement. She has a good selection of books suitable for children's different ages and stages of development. The childminder was able to give examples of how she would support child's emotional and social development. For example, she attends local drop-ins, which provides children with the opportunity to mix with other children. The childminder has a good range of creative materials and resources; photographic evidence shows children use materials such as tissue paper, pipe cleaners and sequins to create interesting artwork and designs. Play resources are organised in a manner which helps to promote children's free choice. They are sufficient in quality and easily accessible on low level shelving. Evidence shows children visiting places of interest, such as Greenwich Park, where they explore the Maritime Museum. The childminder described how she used this opportunity to talk to the children about the history of Greenwich.

The childminder was able to demonstrate how she would manage a range of

behaviours. She gave examples of different strategies she used, for example, talking to the children and explaining why the behaviour was unacceptable; distraction would be used to divert children's attention to something positive. The childminder spoke of using praise and encouragement to promote good behaviour.

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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