

## Inspection report for early years provision

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<b>Unique reference number</b>	EY378786
<b>Inspection date</b>	11/05/2009
<b>Inspector</b>	Vivienne Rose
<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 was registered in 2008. She lives with her husband and three children, aged 18 years, 15 years and 8 months. They live in the Isle of Dogs in the London Borough of Tower Hamlets. The whole ground floor of the childminder's house is used for childminding, as well as the upstairs where there is a bathroom and one small bedroom for sleep and rest. Access to the provision is via one step to the back and front doors. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of two children at any one time and is currently minding two children under five years. The childminder is a member of the National Childminding Association. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The family have two dogs and three cats.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory. The childminder is generally effective in meeting the needs of children in the early years age group. Children play in a warm welcoming environment where they are settled and happy. Inclusive practice is satisfactory. Children are supported in learning about diversity through some of the resources used, although there is a limited focus on children learning about the wider world. The capacity of the childminder to maintain continuous improvement is satisfactory and the childminder is positive about improving and developing the service that she provides and encourages parents to regularly reflect and comment on her service and their satisfaction with the care she provides for children.

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

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

- make sure that children's health is safeguarded at all times to prevent cross infection; pay particular attention when accessing areas used by pets
- continue to develop the systems for assessment to include planning for the next steps for children
- ensure that children can easily access resources to promote their creativity and mark making skills; as well their knowledge and understanding of the world through exploration and investigation.

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

The systems for safeguarding children are generally effective. For example, there are clear procedures for emergency evacuation and risk assessments for the home and on outings support the children's well-being. These include checking local play

parks and drop-in centres for safety. The childminder has an appropriate understanding of child protection matters and the signs and symptoms of abuse. She is aware of her responsibilities to protect children in her care and what action to take if she has concerns about a child. Children's safety is well supported and the premises are secure and well equipped. Regular risk assessments in the home and for outings ensure children's welfare. Children's safety is further promoted by the good emergency evacuation plans, which are practised regularly with children.

The childminder has clear information about children's details, which includes parent contact information, and dietary and medical needs. Partnerships with parents and carers are satisfactory. Information about the children is exchanged on a daily basis with parents through daily diaries and through children's development books.

Parents are provided with good quality information about the provision itself, this includes a clear complaints procedure. However, there are some inconsistencies in the documents maintained to ensure that all the information provided on children is up to date and correct. The childminder has not yet devised a system for self-evaluation, however, she has identified areas for improvement for her service, which includes further training.

The childminder knows the children and families well. Parents are encouraged to share what they know about their children when they first start in regards to their likes and dislikes. However, a system for parents to contribute to children's ongoing development records has not yet been implemented.

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

The childminder has a generally good understanding of the learning and development requirements to support children's learning. Children build warm trusting relationships with the childminder which supports their security. She records photographic evidence of children and their developmental progress in their own books and identifies areas of learning. However, she is yet to evaluate and to use this information to help her plan the next steps for children's learning and developmental progress.

There are moments of individual support from the childminder during play for example, when children play with the bricks and the childminder asks 'shall we build a tower?' and she encourages the children to persevere when the bricks fall down, saying 'lets make it again'. She questions children effectively when she asks 'what shall we build now?'. Daily diaries enable information to be shared with parents about routines of the day to provide continuity of care. Some areas such as Communication, Language and Literacy and Problem Solving are well promoted as the childminder encourages children to express their ideas by effective questioning. There is lots of lively conversation and the setting and children know the routines well when they are told it is snack time and they all run off to the kitchen to sit at the table together.

Children are encouraged to count and use number names and identify shapes

through activities such as throwing the different shaped bean bags. Children enjoy singing rhymes and joining in when they sit down for lunch together and playing outdoors with cars and bikes and indoors with the play tunnel to promote their physical skills and good health. However, there are fewer opportunities for the children to mark make as there is limited accessibility to writing materials. The childminder promotes some aspects of diversity and this is reflected in the resources she offers. Children regularly attend childcare groups, parks and the local farm and library. However, there are fewer opportunities for the children to find out about the natural world and to play with or to access resources to promote their knowledge and understanding of the wider world around them and to explore and investigate.

Children enjoy a range of healthy cooked meals and snacks, and drinks of water are available at all times throughout the day. Children's health is generally well promoted, for example, there are procedures in place for children to wash their hands before eating and drinking and suitable nappy changing systems. However, sometimes younger children crawl on the floor in areas used by the animals, and also children sneeze and cough and the childminder does not always remind them to cover their mouths to prevent cross infection.

The childminder has clear house rules which are shared with parents and she adopts a calm approach and gentle explanations to children to ensure that they begin to understand boundaries. Children are praised for achievement, for example, when they help to tidy up the toys or when they match the different shapes in the puzzle, which supports their well-being and self-esteem. Children are encouraged to share and take turns and to say 'please and thank you' to develop their understanding of right and wrong.

## 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>	2
How well does the provision promote inclusive practice?	2
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:	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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