

Inspection report for early years provision

Unique reference number	EY311129
Inspection date	26/06/2009
Inspector	Lynn Palumbo
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 has been registered since 2005. She lives with her partner, one adult son and two younger children aged 9 years and 19 months. They live in a flat in the London borough of Hackney, within walking distance of local schools, shops and amenities. The dining room, hall way and garden are used for childminding purposes and are easily accessible.

The childminder is registered to care for a maximum of five children at any one time. There are currently eight children on roll, of which two children are in the early years age group. Children attend different times of the week. She is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association. She walks to local schools to take and collect children.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. The childminder support children's learning well and they are making good progress in their development. The childminder meets the individual needs of the children by the care she offers and by working positively with their parents. She supports some aspects of inclusion, such as making children aware of the needs of children with learning disabilities. The childminder has the capacity to self-evaluate her practice with children and strives towards constant improvement for their benefit, for example, she is keen to enhance her knowledge and understanding of welfare and safeguarding procedures.

What steps need to be taken to improve provision further?

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

- continue to implement observation and assessment systems in order to fully identify learning experiences for each child across all areas of learning and enable parents to incorporate their comments into children's individual records
- promote children's understanding of diversity through activities and experiences that encourage children to talk about, value and develop an understanding of their own and other cultures, religions and backgrounds
- practice evacuation drills on a regular basis with all children to enable them to have a clearer understanding of fire safety procedures
- take steps to update knowledge and understanding of safeguarding children issues, particularly in relation to recognising signs of abuse and reporting procedures

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

- ensure written parental permission is requested, for every child within the setting, to seek any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare)

07/07/2009

The leadership and management of the early years provision

Parents are informed about their children's learning and development at the setting as they have access to children's profiles and samples of their children's work. However, the childminder has not yet fully established systems to incorporate parents' comments into the profiles to ensure they are fully involved with their child's learning. The childminder obtains some relevant information when children start. Although the information includes children's preferences and there is parental permission to administer medication, consent for emergency medical advice or treatment has not been requested. This means parents are not fully aware of the procedure to follow if there is a medical emergency; this is a breach of regulation. The childminder has a number of policies and procedures in place relating to her business, which are shared with parents. These include ones relating to equal opportunities, child protection and complaints.

The childminder has completed the Ofsted self-evaluation form and identified some areas to improve her practice for the benefit of children. She has successfully addressed all the recommendations raised at the last inspection. The childminder has good links with early years support workers and she has attended a number of training courses. For example, she has updated her First Aid qualification and has attended a course in observation and assessment. She provides children with some resources to foster an awareness of diversity in society and celebrates festivals such as, Easter and Christmas. The childminder is keen to develop her knowledge of other cultural groups to enable children opportunities to explore and learn about their own and other cultures.

The childminder has measures in place to support children's health and safety within the home. She ensures children are accommodated in safe equipment suitable for the children's needs. She also uses stair gates around the premises to further secure their safety. Risk assessments are sufficient; they identify hazards within and out side of the home. She has a 'Fire Plan' in place, although this is not further supported by regular evacuation practices with all the children. She demonstrated some understanding of safeguarding issues. There are good systems in place to administer medication and details are accurately recorded.

The quality and standards of the early years provision

The childminder demonstrates a good knowledge about children's interests and provides resources and activities to extend these interests. For example, she provides children with a range of books about animals because they have recently visited the farm and the children show an interest in what they see in the pictures.

The childminder has a good understanding of the Early Years Foundation Stage. The systems to plan for children's individual needs through observing and assessing children are established. The childminder is keen to implement these systems to ensure children's learning priorities are fully identified for all areas of learning.

Children's communication skills are developing well. Young children say 'book' 'cat' 'dog' and 'tree' as they look through a picture book. They have opportunities to explore emergent writing and make marks by selecting and using chunky crayons. Children are learning to recognise and say their names. Children have opportunities to meet with other children at weekly mother and toddler groups, which include a variety of creative, social and physical activities. Children's physical development is further extended when they play on the recreational equipment at the local park. Children also visit the zoo to learn about animal characteristic and their habitats. Children develop their problem solving, numeracy and reasoning skills well as they sort different shapes into an activity cube and count to six when they build structures with wooden blocks. Children's personal, social and emotional development is developing well, as they are encouraged to say 'please' and 'thank you'. They are settled and happy within the childminders home and play well both alone and alongside each other.

Children are learning about keeping safe, for example, when they go out within the community, they talk about road safety. However, although the childminder has a 'Fire Plan' in place, children do not regularly practise evacuations to reinforce their knowledge and understanding of fire safety. Children are learning to be healthy. They learn about healthy foods, for example, they enjoy nutritious and well-balanced meals and snacks and talk about the benefits of fruits and vegetables. Children enjoy washing their hands, splashing the water and a clear explanation as to why it is important to wash their hands is discussed. Children's behaviour is good. They learn from the childminder who is a good role model, about being respectful and polite. Children have opportunities to develop their understanding of diverse society for example, playing with various children at mother and toddler groups.

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?	2
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?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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

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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