

Inspection report for early years provision

Unique reference number	504242
Inspection date	28/07/2009
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 registered in 2007. She lives with her teenage son in the Becontree area of the London Borough of Barking and Dagenham. The whole of the ground floor is used for childminding and there is a garden for outside play. The childminder is registered to care for a maximum of four children at any one time and, of these, two may be in the early years age group. The childminder currently has two children in the early years age group on roll. The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The childminder attends local community groups and walks to local schools to take and collect children. The family have a cat.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children settle well with the childminder and enjoy their time with her. They receive good care because her practice is inclusive and she pays careful attention to children's individual needs. She works in close partnership with their parents and is beginning to develop links with other early years providers who share children's care. She has a suitable understanding of the importance of providing an inclusive environment and appropriate procedures are in place to gather information about children's individual needs from parents. The childminder demonstrates a commitment to continuous improvement to further promote the outcomes for children.

What steps need to be taken to improve provision further?

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

- continue to develop observations and assessments to include children's starting points and the next steps.
- ensure good hygiene practice is maintained with regard to the children handling the cat

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

- implement an effective policy on administering medicines and ensure prior written permission is gained for each and every medicine from parents before any medication is given.(Safeguarding and welfare)

20/08/2009

The leadership and management of the early years provision

Children move around safely within the home because the childminder has minimised risks and provides a welcoming, child friendly environment. For

example, children are prevented from entering the kitchen because a safety gate is fitted and smoke alarms are fitted to all levels of the home. The childminder provides a high level of supervision and reminds the children of ways they can keep themselves safe as they play. For instance, by gently encouraging them to put toys away so they don't hurt themselves on them. Children are familiar with the procedures to follow in case of a fire as the childminder has devised, and practised with the children, a well thought out emergency escape plan, taking into consideration the ages and needs of the children who attend. Through good practice such as hand washing after using the toilet and before meals children are learning about good hygiene. However, children are not always encouraged to wash their hands after touching the cat, which poses a risk of cross infection. All records, policies and procedures for the efficient management of the setting are maintained. However, there is no effective medication policy in place, nor is prior written permission obtained for every individual medication given. Positive partnerships have been established with parents, who receive copies of the childminder's policies. Daily verbal exchanges of information are shared at the end of the day. The provision is inclusive as the childminder knows the children and strives to meet their individual needs. This helps to promote children's welfare and help them to have a sense of belonging.

Previous recommendations to ensure risks and hazards are identified and reduced effectively in the garden have been addressed to ensure children's well-being and safety. She is currently developing her understanding of children's learning and development through referring to the Early Years Foundation Stage (EYFS) documentation and identifying relevant training. She monitors and evaluates her childminding service and has begun to make moderate plans for future development.

The quality and standards of the early years provision

Children in the EYFS are effectively helped to learn and develop, due to the childminder's enthusiasm. The childminder completes detailed observations and assessments on all children that she is caring for. She has developed child profile books to track and record children's progress and achievements. However, assessments have yet to include children's starting points and even though the next steps are identified they are not always acted upon. She supports children's learning by active involvement in their play. For example, she sits on the floor encouraging the children to complete the floor puzzle. Children are cared for in a child-centred environment where available space is used to its full advantage. They have access to a wide selection of resources, which are suitable to their ages and stages of development. There is a wide range of planned, purposeful play and exploration that includes all areas of learning. Children are happy, settled and secure and interaction is very good. Children seek cuddles and reassurance and solid relationships have been formed between them and the childminder. They enjoy story telling and looking at picture books, they become excited as they point out the different types of animals, such as the rabbits, chicks and the pigs. They become engrossed in construction activities, such as connecting the train set. Children's language is extended as the childminder spends time talking and listening to the children. They pretend to buy tickets for the train and talk about

which stations they will board the train at. Children's early mathematical skills are developing as the childminder uses everyday routines to encourage children's understanding of colours and shapes. There are many opportunities for children to go on outings, walks and to meet and socialise with others. For example, they make regular visits to the local children's centre and various toddler groups. They enjoy physical play in the outdoor play area where they can climb, run and play games. This helps children learn about the principles of a healthy lifestyle.

The children's well-being is protected as the childminder has a good understanding of child protection issues and knows how to proceed if she has concerns about a child in her care. She ensures that relevant numbers and the procedures to follow are easily accessible as a reference. Concise written risk assessments are in place and daily checks ensure the home, garden and any activities are suitable and safe. Healthy eating is promoted and children enjoy a good variety of freshly prepared meals and snacks that take account of their dietary needs and preferences. Children are effectively supported to learn how to keep themselves safe. They learn about key issues such as road safety and how to use equipment safely.

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?	2
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?	2
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?	2
How well are children safeguarded?	2

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?	2
How well are children helped to stay safe?	2
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

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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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