

Inspection report for early years provision

Unique reference number	118653
Inspection date	19/04/2010
Inspector	Patricia Mary Champion
Type of setting	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.

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Description of the childminding

The childminder was registered in 1999. She lives with her husband and two children aged 13 and 16 years. They live in a house in a residential area in Upminster in the London Borough of Havering. The ground floor of the childminder's house and two bedrooms upstairs are used for childminding. Access is via one low step into the house. There is a fully enclosed garden available for outside play. The childminder occasionally works with an assistant.

The childminder is registered to care for a maximum of six children at any one time and is currently minding two children in the early years age group. The childminder walks or drives to local schools to take and collect children. The family keep snakes as pets; these are not accessible to children.

The childminder also offers care to children aged over five years to 11 years. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder attends the local carer and toddler group on a regular basis. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a warm and comfortable environment, where children are happy and settled. She recognises children as individuals and works in partnership with parents to ensure their needs are suitably met. The childminder is beginning to develop the self-evaluation process and the documentation that promotes children's welfare and safety is mostly well-maintained. Most of the required training courses have been attended and the childminder shows a sound commitment to continually improving children's learning experiences.

What steps need to be taken to improve provision further?

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

- complete a paediatric first aid course at the earliest opportunity (Suitable people) 30/06/2010
- ensure that risk assessments are easily accessible and available for inspection (Documentation). 30/06/2010

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

- develop further a systematic approach to using observations with clearer links to the Early Years Foundation Stage and invite parents to contribute to

- the developmental records
- develop reflective practice and self-evaluation to identify strengths and priorities for development that will improve the quality of the provision for all children
- devise a policy for the care of children who are sick or unwell and share this information with parents.

The effectiveness of leadership and management of the early years provision

The childminder understands the importance of safeguarding the welfare of the children in her care. There is a suitable child protection policy and the childminder is aware of the reporting procedures to follow if she has concerns about the well-being of the children. The childminder holds public liability insurance, keeps an accurate record of children's attendance and clearly displays her registration certificate. Although the childminder has basic knowledge of first aid and has booked to attend further training, she does not currently hold a valid first aid certificate and this is a breach in welfare requirements.

Children play safely in the childminder's home because she closely supervises and supports their play. Daily visual checks are made to ensure that potential hazards are minimised. Play equipment is regularly rotated and the childminder routinely checks toys and resources for damage or cleanliness. There have been recent changes to the play environment as a large log cabin has been built in the garden to provide additional play space. The childminder has completed risk assessments in relation to her home and for outings to protect children from harm. However, safety records are not always efficiently managed as the most up-to-date record of risk assessment for the premises was not available for this inspection.

The childminder has a positive attitude towards personal development and has attended several training courses and workshops since the last inspection. A short self-evaluation form has been completed. However, the childminder has not yet evaluated all aspects of her current practice to widen the areas for development and maximise improvements. The childminder has written some policies and procedures and has started organising and filing her paperwork. Most of the required information about minor accidents and injuries and details about children's health needs are recorded. However, the childminder has not yet devised a clear sick child or medication policy to share with parents so that they understand the procedures if their child becomes unwell.

The childminder fosters positive relationships with parents through regular daily communication. She collects essential information to meet the needs of children. Clearly written contracts and consent agreements cover the business and care arrangements. Equality and diversity is sufficiently promoted. Children play with toys such as dolls that reflect diversity. The childminder helps children learn about wider society by organising outings where they meet people from different cultural backgrounds, for example, when they visit a Chinese restaurant. There are opportunities to meet and mix with other children in the local community. The childminder develops partnerships with other childcare professionals when she

meets with other childminders and joins colleagues at the annual general meeting of the National Childminding Association.

The quality and standards of the early years provision and outcomes for children

Children are happy and content in the childminder's care. The childminder extends children's learning and develops their language and vocabulary through conversations. Warm relationships are formed as children and the childminder share funny moments and giggle and laugh as they play and interact. Young children are curious about the resources they are offered and work out how to turn or move handles when using musical toys. They develop independence skills as they learn to feed themselves with a spoon. The childminder is developing her knowledge of the Early Years Foundation Stage and ensures that children have access to a range of resources and activities that they are interested in. She has started making initial observations to ensure that learning experiences build on what children know and can do. Consequently, children are making suitable progress towards the early learning goals. However, the childminder is not yet using her observations in a systematic way with clear links to all areas of learning. Parents are not yet routinely contributing their observations to the development records.

Children have good opportunities to learn about and adopt healthy routines. The childminder cooks very nourishing meals and offers a variety of healthy snacks so that children have the opportunity to try new tastes and find out about the food that is good for them. She is knowledgeable about any allergies or special dietary requirements to ensure that individual needs are always met. Hygiene is given a high priority as the childminder undertakes sensitive nappy changing and ensures that even the youngest children regularly wash their hands. The childminder recognises when children are tired and ensures that they can sleep peacefully and undisturbed. There are regular opportunities for fresh air and physical play when children visit nearby parks, go for a walk through the woods or take part in gardening activities. Children are developing a sense of how to stay safe within the premises, for example, by practising fire evacuation procedures. Babies and young children are beginning to learn early skills to support future learning. The childminder demonstrates a willingness to working with parents to manage children's behaviour in a consistent way which promotes the child's welfare and future development.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	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:

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:

- ensure that at least one person who is caring for children has an appropriate first aid qualification (Welfare of the children being cared for). 30/06/2010

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 compulsory part of the Childcare Register section of this report (Welfare of the children being cared for). 30/06/2010