

Inspection report for early years provision

Unique reference number	EY344767
Inspection date	12/11/2009
Inspector	Jane Davenport
Type of setting	Childminder

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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 2007. She lives with her husband, six year old daughter and four year old son in a two bedroom house, which is situated in the Stratford area of the London borough of Newham. The whole of the ground floor of the premises and one first floor bedroom are used for childminding purposes, and a fully enclosed garden is available for outside play. Access to the premises is via a low step.

The childminder is registered to care for a maximum of four children under eight at any one time, two of whom may be in the early years age group, and is currently minding three children, two of whom are in the early years age group, all on a part-time basis. The childminder walks to a local school to take and collect children. 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.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder is a very caring person who dedicates her time to the children in order to help them settle quickly and feel safe in her company. She provides children with an appropriate range of activities and interacts well to aid their development but she does not currently have a secure understanding of the Early Years Foundation Stage (EYFS) and the necessary systems to fully comply with requirements and move children forward. In practice, health and safety are well met and the childminder has a good understanding of child protection procedures in order to safeguard children from harm. She is aware that her documentation is an area that needs to be developed, but she willingly seeks help in rectifying this so that she can maintain improvement. Secure relationships with parents and carers enable the childminder to identify children's differences and cater for their individual needs.

What steps need to be taken to improve provision further?

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

- request written permission from all parents for seeking emergency medical advice or treatment (Promoting good health) 30/11/2009

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

- develop the assessment system to make links between observations and the six areas of learning; clarify how children are progressing towards the early

learning goals and ensure their next steps in learning are identified and planned for

- ensure that regular evacuation drills are carried out and details recorded of any problems encountered and how they were resolved
- implement an effective self-evaluation system to help identify areas for development and improve outcomes for children.

The effectiveness of leadership and management of the early years provision

The childminder has a sound understanding of local safeguarding children procedures should she have a concern about a child's welfare. She has a clear written policy in place to ensure that children's safety and welfare are priorities. The childminder maintains clear records of the risk assessments undertaken for inside, outside and for outings to ensure that risks to children's safety are effectively minimised. The childminder has an appropriate emergency evacuation procedure in place. However, practices are not always carried out on a regular basis to ensure that children become familiar with the procedure to follow in the event of a genuine emergency. The childminder reflects informally on the level of care she provides for children, and is able to explain which areas of her practice she thinks are good, and which areas she would like to develop further. She is keen to maintain continuous improvements and has attended training in the EYFS, First Aid, Food Safety and Safeguarding Children since the last inspection. However, she currently lacks a more detailed approach to self-evaluation, which would help her to focus her thoughts more clearly.

The childminder provides an inclusive environment for children, organising her home well so that children can move around freely and access a suitable range of toys and equipment at any one time. This includes resources that feature natural materials and reflect positive images of diversity. Children who have English as an additional language are supported well. She provides books in different languages, such as Somali and Arabic, as well as English. A particular favourite with the children is a book called 'Whoever you are', which looks at differences and similarities between children from all parts of the world in a positive way. The childminder makes good use of outside resources and local facilities, such as toddler groups to offer children opportunities to meet other people, use alternative equipment and develop an awareness of the local environment. This helps to promote children's awareness of people's differences, as they learn from the childminder's good example.

The childminder forms secure relationships with the parents in order to build a partnership of care to suit those who use her service. She provides daily feedback about what the children do and is always supportive, for example, suggesting ways of encouraging children to eat if parents express concerns around this area. There are generally appropriate systems in place for keeping required records to support children's health, safety and wellbeing. The childminder usually requests that all parents provide written consent for outings, photographs, observations and emergency medical treatment. However, this was overlooked on one occasion and,

in the case of requesting written consent for emergency medical treatment, is a breach of a requirement.

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

The children feel very safe and secure in the childminder's care. They sleep according to their needs, choose what to do, and receive a good level of attention which ensures they feel special. The childminder offers an appropriate range of experiences for children to learn through play and everyday activities, and interacts positively with the children throughout the day. She joins in babies' play, sitting with them at their level on the carpet, talking with them and describing what they are doing. This helps children to develop language, vocabulary and an understanding of the world around them. For example, she counts objects and talks about the colours of the clothes they are wearing while they play. She acknowledges and responds to babies' attempts at talking and communicating, which encourages them to continue to make their needs known with verbal expressions. Babies experiment with sounds as they sing along with an ABC song and press the buttons on electronic toys to make noises. As they do this, they are also learning about cause and effect in a fun way.

Babies' physical development is extended when they become increasingly confident to pull up on stable furniture and begin to crawl along the floor. Their fine motors skills develop as they hold small toys, and drinking cups with control. Slightly older children enjoy role play and use their imagination well whilst playing with the cooker, pots, pans, utensils and play food that is available. Children play and move around in a hygienic environment, promoting their health and welfare. They enjoy healthy, nutritious meals and snacks and plenty of drinks, which are readily available to them in their lidded cups. The childminder takes detailed information about any special dietary restrictions and works closely with parents to ensure children's individual dietary needs are met. For example, she prepares meals featuring Halal ingredients in support of families' cultural and religious requirements.

The childminder has a satisfactory understanding of the EYFS and understands that young children learn through first hand experience and play. She has basic plans of how to encourage progress and she uses photographs when observing children at play to show parents what their children do. The records, however, currently lack detail and are not used to full advantage. As a result, there is not a clear record of children's rate of progress, the level of success of activities, and no identified next steps to help with planning.

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	2
The effectiveness with which the setting promotes equality and diversity	2
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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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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	3
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:	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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