

Inspection report for early years provision

Unique reference number	EY218695
Inspection date	11/12/2009
Inspector	Lynn Palumbo
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in December 2002. She lives with her husband, one adult child and two children in a three-bedroom bungalow in the London borough of Waltham Forest, within easy walking distance of shops, parks, nurseries and schools. The whole premises except the master bedroom are used for childminding and are easily accessible. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of four children at any one time. There are currently three children on roll, of which one child is 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.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder has good relationships with the parents which enables her to obtain a secure knowledge about the children's families, home lives and individual needs. This ensures a shared understanding of the children is obtained. She has good systems in place to track children's learning and development to ensure children progress at their age and stage of ability through the early learning goals. Her systems of self-evaluation enable her to identify some areas for development which the childminder wishes to address as part of her continuous improvements.

What steps need to be taken to improve provision further?

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) 28/12/2009
- ensure a record of risk is conducted for each type of outing and review it before embarking on each specific outing (Safeguarding and promoting children's welfare) 28/12/2009
- make a record of risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Suitable premises, environment and equipment) 28/12/2009

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

- enable parents to become part of the ongoing observation and assessment process to ensure they are fully involved with their child's learning

The effectiveness of leadership and management of the early years provision

The childminder has a good knowledge about child protection procedures and knows where to make referrals. She has ensured all adults living within her household are vetted and suitable to be around the children. Although the childminder has good knowledge of hazards to children, a record of risk assessment for her home, garden and outings is not in place. This does not ensure any potential hazards are promptly identified and minimised. This is a breach of requirement of the Early Years Foundation Stage. Although the childminder has ensured written parental permissions are in place for outings and medicine for all the children in her care, consent for emergency medical advice or treatment has not been requested for all children. This does not ensure all children are cared for in an emergency without delay. This is a breach of regulation. The childminder has an effective fire procedure in place.

The childminder has a landscaped garden for children and has arranged resources in the environment at the children's level. This enables them to access the resources independently. The childminder rotates the good quality resources for the children within her home and arranges them to ensure children have maximum space. Children are provided with a broad range of resources to foster an awareness of diversity in society.

The childminder uses the Ofsted self-evaluation form as a tool to self-evaluate her practice and she has addressed the recommendations from her last report. The childminder has attended a number of training courses. For example, she has an up-to-date first aid, and level 2 food hygiene qualifications.

The childminder has established good relationships with the parents. They state through discussion that 'the childminder always checks with me that her approaches to my child's behaviour are consistent with my own... my child is always fed nutritious home-cooked meals with halal meats'. Parents are informed about their children's learning and development 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 involve parents as part of the ongoing observation and assessment process to ensure they are fully involved with their child's learning.

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

The childminder demonstrates a good knowledge about children's interests and provides resources and activities to extend these interests. For instance, she

provides children with a good range of creative materials because they have been talking about Christmas, and children show an interest in making an angel Christmas tree decoration. The childminder has a good understanding of learning and development. The systems to plan for children's individual needs, through observing and assessing children, are fully identified for all areas of learning.

Children are developing very good communication skills; they talk animatedly about range of subjects, such as their dolly needing a cuddle and the angel needing two eyes to see. They have good opportunities to explore emergent writing and make marks on paper by selecting and using a range of resources. This is further enhanced as they write their name and other letters of the alphabet. Children also a good range of fiction and non-fiction books to read. Children have good opportunities to develop physically; they ride bikes and scooters, bounce on the trampoline and skip. In addition, they play on the recreational equipment at the local park. Babies are crawling and pulling themselves up on secure resources and beginning to take their first steps. Children develop problem-solving, numeracy and reasoning skills well, as they build structures with bricks, count, recognise a variety of two-dimensional shapes and understand that a whole can be cut into quarters. In addition, they piece together a range of puzzles. Children have very good opportunities to develop creatively; as they make and manipulate play dough, create paintings with string, bubbles and water. They play a range of musical instruments, dance to music and role play with a variety of dressing up clothes. In addition, they make indoor and outdoor camps and eat their snacks. Children have very good opportunities to develop their understanding of the world, as they learn that plants grow with soil, sun and water. They understand that snails and worms live in habitats. They have good opportunities to develop information communication and technology skills as they progress through software programmes. Children develop an understanding of other cultures through dressing up costumes, festivals, foods and hygiene routines. All children are encouraged to access all toys and resources regardless of their gender.

Children are learning about keeping safe, for example, when they go out within the community, they talk about road safety. They participate in fire evacuations. This equips children with a good understanding of how to manage their own safety. Children are learning to be healthy. They learn about healthy foods, for example, they enjoy nutritious and well-balanced meals and snacks. Children enjoy washing their hands, squashing the soap bubbles between their fingers, 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. The childminder shows all children equal respect and values them as individuals. All children are active, inquisitive and independent learners.

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	2
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	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
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	2
The extent to which children develop skills for the future	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:

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 copies of written statements of safeguarding and complaints procedures are in place and shared with parents (Providing information to parents) 28/12/2009

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 the report.(Providing information to parents) 28/12/2009