

Inspection report for early years provision

Unique reference number	EY332217
Inspection date	01/10/2009
Inspector	Cheryl Langley

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 registered in 2006. She lives with her partner and two children, one aged nine years and one aged three months, in Hainault in the London borough of Redbridge. The whole of the house is used for childminding but the rear garden is not included in the registration. The childminder walks to local schools to take and collect children, she does not use a car. She attends the local carer and toddler groups and takes children to the local library and parks. Access to the childminder's home is fine.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She is registered to care for a maximum of five children at any one time, of whom only two over the age of one year may be in the early years age range. She is currently minding two children in this age group on the Early Years Register at various times and two children over the age of eight years on the voluntary register for out of school care. Overnight care is not provided.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a welcoming, positive and inclusive environment. Children are happy and settled in her care. They make good progress towards the early learning goals. Effective partnerships between parents and others ensure that children's individual needs are met. The childminder reflects on her practice and is developing strategies to monitor this effectively and take action so that continuous improvement is maintained. Most of the arrangements and organisation to promote the children's safety are in place, however not all of the requirements of the Early Years Foundation Stage Welfare Requirements are met.

What steps need to be taken to improve provision further?

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

- make sure an effective safeguarding policy and procedure is in place which includes the procedure to be followed in the event of an allegation being made against the childminder
- 15/10/2009

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

- develop systems to seek children's views and ideas to plan new experiences.

The effectiveness of leadership and management of the early years provision

Some aspects of the procedures required to safeguard the children's welfare are in place. These include a knowledge and understanding of the signs to look for that may be of concern. The childminder is aware to follow relevant guidance provided by the Local Safeguarding Children's Board. However, the steps taken should an allegation be made against the childminder have not been included. The childminder has not notified Ofsted of a change in her household which affects her condition of registration. This is a breach of the requirement to notify Ofsted but this has not had a detrimental impact on the safety and well-being of children, or the extent to which the overarching requirements are met.

Despite these weaknesses some areas of her leadership and management are strong. She conducts thorough and effective risk assessments to keep the children safe both inside and outside of the home. These assessments include ways to promote safety with the children which are appropriate to their abilities and level of understanding. The childminder has put procedures in place to reflect on her practice and takes action to implement continuous improvement to the benefit of the children. For example, the action plan includes increasing the range of activities to promote Equality and Diversity. She refers to the Early Years Foundation Stage Practice Guidance to plan appropriate activities and monitor the range of play to make sure the six areas of learning are covered in a balanced way. The childminder continues to update her training to maintain continuous improvement. The previous recommendations from her last inspection have been addressed and she now provides a menu which offers a balanced range of meals and snacks and children do not go into the kitchen unattended when cooking is taking place.

Resources are used effectively so that children learn and develop in a safe, supportive and stimulating environment. They are accessible to all the children to promote their independence and encourage decision making. Strong partnerships are formed between parents and carers who support children's individual needs. The childminder has a clear and concise complaints procedure and an informative portfolio which she shares with all parents. Regular exchanges of information either verbally or in writing support each child and links are forged with other settings to provide continuity in their care. Children's views are sought about their choice of play, preference for an activity, or care needs. The childminder has not implemented ways to seek the children's ideas and views about her provision yet. She is aware of the uniqueness of each child and different styles of learning. She works closely with the children's families to meet their needs and encourage their learning and development in a way that is suited to their individual personalities. The childminder has strategies in place to support children who speak English as an additional language.

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

Children feel safe and secure with the childminder who knows them well. They are cared for in a child friendly environment which promotes their independence and encourages them to make choices. For example, children use low level coat pegs and have easy access to a good range of stimulating toys and resources. They form good relationships with the childminder, her family and other minded children. As a result, social skills are enhanced, children are polite, learn to share and take turns. They know how to care for others and respect their needs and differences. Children are beginning to learn about the local and wider community. They visit near-by shops, the library and regularly attend childminder and toddler groups. Planned activities include activities to mark religious and cultural festivals such as 'Rosh Hashanah'. The range of toys and books available to all children challenges stereotypes and promotes equality.

The childminder uses resources to support the children's learning well. She makes useful observations which inform the next step of each individual child's learning. This ensures that they make progress through the early learning goals. The childminder is attentive and children are engaged throughout in purposeful play and activities. Relevant praise develops their self-esteem and confidence. This is used effectively to acknowledge their achievements such as the recognition of a colour or shape or acknowledging their own care needs. A balance between adult-led and child-initiated play means that children are becoming active learners. They feel comfortable and confident enough to try new experiences and solve problems. For example, children taste new and unusual foods or attempt completing shape sorters and puzzles using trial and error.

Children learn the importance of personal care routines and hygiene to keep themselves and others well. Healthy eating is promoted and various interesting activities used to encourage a nutritional diet such as tasting food wearing a blind fold and keeping a chart to monitor intake of fruit and vegetables. Although the children do not have use of the childminder's garden she makes sure the local parks are visited regularly. Children use the large play apparatus and open spaces to develop their physical skills and awareness of the natural environment. Children are aware of safety. Conversations during meals and play reinforce safety messages. Planned activities and procedures followed during routines promote safety. More able children are aware of 'stranger danger' and the potential hazards of crossing the road. Records of risk assessments include promoting safety with the children as part of the procedures for eliminating dangers as far as possible. Others skills developed for the future include the use of technology such as programmable toys or an awareness of caring for the environment. Routines include recycling as well as activities reusing resources. The older children were particularly enthusiastic about the dolls made with pegs, shakers created with yoghurt pots and recycled cardboard to make picture frames.

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	4
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	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: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met