

Inspection report for early years provision

Unique reference number	EY373495
Inspection date	29/09/2009
Inspector	Jennifer Liverpool
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 2008. She lives with her husband and two children aged seven and three years in the Leyton area within the London borough of Waltham Forest. There are also tenants living on the first floor of the premises, which consists of a family. The whole of the ground floor of the childminder's house is used for childminding purposes. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of four children under eight years at any one time. She is currently caring for one child in the early years group. At present there are no children in the later years age range on roll. The childminder is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder takes children to the local toddler groups and support network centres. 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.

Children are making sound progress in most areas of their learning and development through positive interaction from the childminder, regular observation and assessments and meaningful activities both indoors and outdoors. Established working relationships with parents enable them to become involved in decisions about their child's well-being. The individual needs of children are considered when providing activities, thus aiming to create an inclusive environment for the children who attend. Whilst an aspect of the welfare requirement is not met, overall the procedures for safeguarding children and promoting their welfare are appropriate. The current system for self-assessment mainly identifies the childminder's strengths; however, links with support networks show a capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- conduct a risk assessment for each specific outing to ensure that children are kept safe when out on trips. (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register) 13/10/2009
- request written permission from parents for seeking emergency medical advice or treatment (Safeguarding and promoting children's welfare) 13/10/2009

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

- develop the procedure for child protection and safeguarding by making clear the procedures to follow if an allegation is made against an adult living or working on the premises
- improve the methods for conducting risk assessments in order that children can play outdoors with minimal risks to their safety
- expand the procedures for self-assessment by identifying where the gaps are in children's welfare, learning and development in order to effectively promote the outcomes for children
- ensure that the processes for observations and assessments consistently cover the six areas of learning and that the next steps clearly show the process for moving children on in their learning and development

The effectiveness of leadership and management of the early years provision

Children are appropriately safeguarded as the childminder is aware of the types of abuse, signs and symptoms and the procedures for recording and reporting concerns. Although she is clear about her procedures to follow if allegations are made against adults living on the premises, this is not reflected in her child protection policies so that parents are fully informed about the action taken. The childminder has systems in place to monitor visitors on the premises, whereby they sign themselves in on arrival and before departure. Areas of the house that children are not allowed to enter, such as the kitchen and the stairs leading up to the first floor, are made inaccessible. Regular risk assessments help to keep children generally safe indoors. However, potential hazards, such as protruding nails on the corner of the shed and on low level fences, and loose chicken wire at the front of the garden shed, are easily accessible to children when they play outdoors. The childminder does not conduct a risk assessment prior to taking children out on specific trips. This is a breach of the welfare requirement.

The childminder creates a warm and friendly environment which helps parents and their children to feel welcome each time they arrive. The childminder has a positive partnership with parents to ensure that children's individual needs are known and met, and that parents are informed about their care and learning. For example, information about children's care routine from home enables children to receive consistent care. The childminder keeps a daily record of children's routine and activities and shares with parents. This means that parents are informed of their general well-being.

Since registration, the childminder has taken positive steps to develop her knowledge and keep up-to-date with changes. For example, she has attended a number of training courses that includes food safety, the Early Years Foundation Stage framework and child protection. Whilst the childminder recognises her strengths, she has not given as much consideration to areas for development and consequently, has not identified some areas of minor weaknesses, such as the required documentation for parental consent for urgent medical treatment and to conduct risk assessments for specific outings. The childminder is beginning to

develop links with other childminders and early years support workers through attending childminding drop-in groups, which is beneficial to the children in her care. Overall, the childminder is using the resources, such as network groups in her locality, to support her in the services she provides for children.

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

Children are settled in the care of the childminder. Children are beginning to develop a sense of security and feel safe as they have opportunities to move freely from room to room on the ground floor, and suitable arrangements are in place to restrict their access to areas that are not to be used for childminding purposes. Some of the children's mark-making and paintings are on display, thus creating a warm environment where children's work is valued and appreciated. A suitable range of developmentally appropriate toys are available and organised in ways in which children can access independently. For example, children help themselves to books, dolls and role-play equipment, therefore making choices about their play.

The childminder monitors and record children's achievements on a regular basis, which identifies where children are at in their learning and development; however, children's progress is not monitored across all of the areas of learning. Furthermore, children's next steps are not clearly identified as the focus is mainly on the type of toys to offer children in the future rather than how children's learning and development can be extended or challenged. The childminder is beginning to devise activity plans for children, though this mainly consists of opportunities to promote children's creative skills.

Children benefit from being taken out on trips within the local environment, such as visits to toddler groups, parks and the library. This helps them to become familiar with the features in their environment. A satisfactory range of resources that depicts positive images of race, culture and disability helps children to develop positive attitudes to others who are different to themselves. Additionally, children come into contact with children from a variety of backgrounds, enabling them to become aware of similarities and differences. Also, through these visits they begin to participate in larger group activities, thus developing their social skills. Children's communication and language skills are developing well through talk, labelling, short stories and singing simple songs such as, 'twinkle little star'. Children learning to speak English as an additional language receive appropriate support. Evidently, as seen in practice, the childminder speaks in the children's first language and she repeats what they say in English. Toy phones are used appropriately to encourage language skills and children are beginning to use familiar words, such as 'hello' and 'goodbye'. Children show interest in books as they choose books independently and learn to handle books through opening and closing, and turning the pages.

The childminder helps to promote children's imagination as she provides children with a variety of role-play equipment and small world toys, such as play people, dolls, cars and child size household equipment that includes a buggy and a vacuum cleaner. Children are developing counting skills in practical situations. For example, they are encouraged to count objects seen in the puzzles. Children show interest in

colours, sounds and shapes through the range of toys that are available to them each day. Activity sets and shape sorters enable children to explore independently and develop their knowledge of how things work through play.

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	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:

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:

- take action as specified in the early years section of the report 13/10/2009

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 early years section of the report 13/10/2009