

Inspection report for early years provision

Unique reference number	550043
Inspection date	30/09/2009
Inspector	Vivienne Rose

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 2001. She is registered on the Early Years Register and both the compulsory and the voluntary parts of the Childcare Register.

She lives with her three adult children in Barkingside, Ilford, Essex close to shops and public transport links. The whole of the ground floor of the childminder's house is used for childminding which consists of the living room through lounge area, the bathroom facilities are upstairs and 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 and is currently minding two under five years on a part-time basis. The family has a dog.

The childminder collects children from the local school and attends local parks with the children.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children receive satisfactory care because the childminder has taken steps to ensure that she has a sound knowledge of the Early Years Foundation Stage (EYFS). Children enjoy their time at the home although the EYFS is not promoted as effectively as possible as yet, due to the fact that children have only been attending for a short period of time. Satisfactory partnerships are in place with parents and verbal feedback is given each day to provide continuity of care. All required policies and procedures are in place although the childminder is not yet using self-evaluation. She has plans to improve her practice and to develop her skills and knowledge through training and the development of her resources.

What steps need to be taken to improve provision further?

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

- maintain a record of risk assessments undertaken to ensure efficient management of the setting (Documentation) 19/10/2009

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

- develop a greater awareness of the Early Years Foundation Stage to ensure that all children make progress in all areas of learning
- continue to develop resources, in particular those which support children's understanding of cultural diversity, race, gender and disability
- develop further opportunities for children to easily access a wide range of

- books; to count and calculate in every day routines
- adopt more effective strategies for managing children's behaviour to enable them to learn rules and boundaries

The effectiveness of leadership and management of the early years provision

Children are protected and safe because the childminder has procedures in place to ensure that all members of her household are checked for suitability. Safety is her priority and daily checks ensure that the home is safe, secure and she understands the requirements to ensure that she checks the outdoors and indoors for hazards to children. However, risk assessments are not in writing, which is a specific legal requirement. The childminder has a satisfactory knowledge of the Local Safeguarding Children Board Procedures and who to contact if she has concerns about a child. All accidents and incidents are recorded effectively to ensure the safety of the children.

The childminder has identified areas of her service she would like to improve upon, such as resources and her own training, development and knowledge. She has made improvements since her last inspection which includes attending a first aid course and improving fire safety in the home.

The childminder helps children to understand about keeping safe by explaining possible hazards to them, encouraging them to sit properly and walk down stairs carefully. Daily checks on equipment ensure that the environment is secure. The home is suitably organised to allow children easy access to resources which the childminder rotates to ensure variety. Children can also ask for what they want to play with so that confidence and choice making is promoted well. For example, when children ask to play with the bricks. The childminder sits and plays with children to support their understanding and development. The childminder uses free-flow between the garden and the outdoors to provide children with a variety of environments and fresh air to promote their good health.

The childminder has developed policies and procedures to share with parents so that they are clear about the service she provides and she maintains all the relevant information about the children's needs to ensure the medical and dietary needs are met.

She talks to parents daily about children's progress and she is beginning to identify areas for their development through observation and planning for their next steps. For example, activities are provided to support a child who is developing his knowledge of colours and shape. The childminder has an understanding of the need to develop links with other providers who care for the children and working with them for the benefit of the children in her care.

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

The childminder has sound knowledge of the Early Years Foundation Stage and is beginning to plan activities and linking them to the early learning goals. She observes children and considers how she can support their next steps. However, at present she is not fully aware of the need to plan for all areas of learning. This means that children are not accessing a sufficient variety of activities and resources to ensure that children progress in all areas of learning.

Children are settled and happy in the home and enjoy talking in a relaxed way with the childminder. A child-friendly environment means that children are settled, confident and happy. Generally children behave well and know about the routines of the day. However, when challenging behaviour occurs, and the children have difficulty sharing, although the childminder talks quietly to them this is not always followed through successfully to ensure that children begin to understand what is expected of them. Regular trips to the park and play facilities promotes children's physical development. The childminder uses the outdoors appropriately where children can use bats, balls and skittles.

Children develop their verbal skills as the childminder questions them appropriately, asking what they are doing, for example, when she asked them to find the coloured bricks and the pink ones and the blue ones. Children have access to mark making materials, paint and gluing to encourage their creative skills. However; there are limited opportunities for children to access a variety of books to encourage them to develop their understanding that words carry meaning and to develop their listening skills. Children develop their knowledge and understanding of the world when they talk about the spider in the web in the garden and build a dinosaur with the bricks. They have opportunities to access battery operated equipment, such as the letter game and the telephone. This helps them to develop an interest in problem solving and technology to enable them to make a positive contribution. However, there are fewer opportunities for children to count and to calculate in every day routines.

Children's understanding of a healthy lifestyle is satisfactorily promoted as they enjoy snacks of fruit and yoghurt. They spend time sitting down together eating their lunch of chicken sandwiches and ricotta pasta. This promotes their social skills. Children have regular drinks provided for them which are easily accessible, to promote their good health. Children are encouraged to try new tastes and they use their cutlery well and with skill. They learn the importance of hand washing before eating and after using the toilet to help them develop an appropriate understanding of healthy routines and to prevent cross infection.

Children enjoy outings in the local community, for example, the parks and they celebrate festivals including the Jewish New Year and Easter. Resources to promote this area of learning are limited, however; the childminder intends to develop these resources as part of her continuous improvement and self evaluation.

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:

Met