

Inspection report for early years provision

Unique reference number	EY319577
Inspection date	09/12/2009
Inspector	Shaheen Belai

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 2005. She lives with her husband and three children, two of whom are of adult age and one is nine years of age. The premises is situated in Chigwell within the Epping Forest. The whole of the ground floor and one bedroom on the first floor is used for childminding purposes. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children under eight years at any one time, of these three may be in the early years age range. The childminder currently has two children in the early years age range on roll, attending part-time. The childminder 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 (NCMA).

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The children make progress in their learning and development because the childminder has a sound understanding of the Early Years Foundation Stage (EYFS). Children feel safe and have a sense of belonging. The childminder has an appropriate awareness of how to safeguard children. The childminder works closely with parents regarding children's individual needs, ensuring these are valued and provided for. The childminder has started to evaluate her practice and is able to demonstrate that she has identified areas for improvement. The childminder has addressed some of the recommendations from the last inspection.

What steps need to be taken to improve provision further?

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

- provide parents with information regarding the complaints procedure, details of how to contact Ofsted to be included (safeguarding and welfare) 08/01/2010
- maintain a record of risk assessments clearly stating when it was carried out, by whom, and the date of review (suitable premises, environment and equipment) 08/01/2010

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

- extend on range of resources that provides children with additional choices, variety and additional learning experiences as they progress towards the early learning goals

- continue to extend the range of resources and experiences to promote positive images of diversity and anti-discriminatory practice
- develop systems and undertake observational assessments in order to plan to meet young children's individual learning and development.

The effectiveness of leadership and management of the early years provision

Children are safeguarded appropriately. The childminder has put in place necessary precautions to ensure children are kept safe at her home. For example, a safety gate is fitted to the bottom of the stairs and the kitchen door kept locked and regular fire evacuations are practised with children. Children supervised closely at all times. The childminder has an appropriate understanding of her role in safeguarding children and is aware of the procedures to follow should she be concerned. Risk assessments of the premises, equipment and outings are carried out daily and therefore contribute to children's safety. However, no record is maintained as required. The childminder has sought all required parental written consents, such as seeking medical assistance in the case of an emergency. The childminder has a satisfactory knowledge and understanding about equality and inclusion, she is very supportive of children who have English as an additional language and supports their experiences to develop positive self identities. For example, all genders have equal access to all play resources, they celebrate festivals and experience food and music from the Asian culture. A balanced range of resources are accessible for all children. Although the range is reflective of the six areas of learning, there is not sufficient numbers to provide children with ample choice and variety or are fully reflective to promote positive images of diversity in all areas.

Children benefit because the childminder works in partnership with parents. The childminder works closely with parents to ensure children settle quickly, she gains relevant information about their individual needs and basic information about their learning and development. Parents receive detailed verbal information on a daily basis at collection and she seeks relevant information at handovers in the mornings. To allow the childminder to evaluate and reflect on the service she provides, she seeks parental feedback on a regular basis. A range of written policies and procedures are shared with parents, which informs them of how the childminder promotes the care, learning and welfare of children she minds. Although the childminder is aware of how to address complaints, no procedure is made available to parents to enable them to take steps for themselves. Samples of children's creative work is sent home regularly to allow parents to see the progress of their child's achievements, along with daily discussions about children's progress and developing interests. None of the children attend any other provisions with other carers, yet the childminder acknowledges the importance of maintaining links if the need arises.

The childminder has made steady progress following the recommendations raised at her last inspection. She is committed to improvement, and recommendations from her last inspection have sufficiently been met. For example, she has updated her knowledge of specific areas of child protection and began to develop the range

of play resources. Although the childminder knows her children well and demonstrate an awareness of their individual learning, she has yet to develop a suitable system to monitor and promote continuous outcomes for children effectively. The childminder has identified that she needs to continue to extend play resources and experiences for children. Since the last inspection the childminder has attended further training to enhance the care of children and bring her up to date with the changes in her role, for example she has attended training in the Early Years Foundation Framework.

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

Children settle quickly into their play when they arrive, they are happy, confident and feel safe as they play. They receive close attention and interaction from the childminder, who engages in play with them. She is warm and friendly in her approach and attentive to the children's needs as she sits with children to play on the floor. This allows for them to be supported and receive appropriate levels of adult interaction. The children play in a spacious and bright environment, where they are able to access play resources. The childminder's clear awareness of their individual needs contributes to the adequate progress they are making in their learning and development. For example, she knows which children need support with their language development or for supporting children with toilet training. Children benefit from the high levels of reassurance, age appropriate conversation, enabling children to practise and acquire skills. Children attend the local drop-in group every week, to enable them to socialise with other children and have extended opportunities to play experiences varied from what the childminder offers in the home setting.

The positive levels of interactions between the children and childminder promote children's language skills, enabling them to think and express their ideas. The childminder promotes the development of language skills by engaging children in games to name objects or look at picture books together. Children enjoy songs and rhymes which further extend children's vocabulary. Home languages are supported along with English being used as the main language of communication. In addition, the childminder introduces words in her own language, as is the wish of parents for their children to be multi-lingual. Children are able to develop an understanding of technology as the children eagerly play with the robot, follow the basic instructions provided by the speaking robot to use the remote pad. Battery operated toys, enable children to use specific keys on the resources to enable the resources to make specific sounds. Children build constructive models with confidence as they engage in play with bricks of varied sizes. In the garden the children learn to use tools to dig and explore the outdoor environment.

Children's creativity skills are promoted as the childminder provides activities for children to explore various mediums. For example, children participate in activities for sticking, painting, free drawing and moulding with play dough. Children develop skills to use tools and learn to recognise colours, as they complete creative activities. Children enjoy music and movement, they spontaneously dance to music they hear on the television or songs sang to them. Home corner play and the

introduction of small world play allows for children to develop their imaginative skills. Opportunities for children to problem solve and early maths are supported well. Children play with shape sorters, grading cups and a small range of puzzles. The childminder extends children learning by allowing children to count out items and identify shapes.

Children move with confidence and ease within the setting. They play with soft balls indoors, developing skills for rolling and throwing. The weekly routine allows for the children to gain physical exercise and fresh air as they visit the local park to use the large resources, and take walks within the local community. The garden is used to allow children to use resources and support their physical development.

The childminder knows the children and their families very well and works to meet their needs well. The childminder promotes healthy hygiene practices and is a good role model. For example, she wears disposable gloves when changing nappies and supports children to wash their hands before handling food. The childminder is fully aware of children's individual dietary needs and meets them well. She stores and serves meals as instructed by parents, who provide meals of their own for their children by choice. Children enjoy the variety of fresh fruit provided by the childminder and are offered drinking water regularly. The childminder is trained and has a valid first aid certificate, she also has clear written information from parents of how to administer life-enhancing medication. Accident records are maintained and shared with parents to ensure relevant information is shared. Children receive prompts and reminders from the childminder of how to keep themselves safe both indoors and outdoors, such as the importance of wearing the harness in the high chair. Children behave very well due to the childminder's positive methods for addressing any unacceptable behaviour, such as issues of sharing resources. On balance, children receive high levels of praise and recognition for their good behaviour and achievements from the childminder. This contributes to children developing an understanding of behaviour expectations.

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:

- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for and abuse and neglect (arrangements for safeguarding children) (this also applies to the voluntary part of the Childcare register) 08/01/2010
- develop a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which parents makes in writing or by email (procedures for dealing with complaints) 08/01/2010

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 (arrangements for safeguarding children, procedures for dealing with complaints)) 08/12/2009