

Inspection report for early years provision

Unique reference number	EY304535
Inspection date	03/02/2010
Inspector	Susan Parker
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 2005. She lives with her adult son and two children aged 17 and 14 in Tottenham in the London borough of Haringey. The sitting-room, kitchen and playroom of the childminder's first floor flat are used for childminding. She takes children to the local carer and toddler group, parks and library. Access to the premises is by lift or stairs.

The childminder is registered on the Early Years Register to care for a maximum of three children in the early years age range at any one time, she is currently minding four children in this age group on a part-time basis. She also offers care to children aged over five years and this provision is registered on the voluntary and compulsory parts of the Childcare Register. There is currently one child on roll in this age group. Children on the compulsory and voluntary parts of the Childcare Register share the same facilities as those on the Early Years Register.

The childminder is a member of the National Childminding Association and receives support from the Early Years Development and Childcare Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder works with parents to ensure children are settled in her care; she understands each child's individual needs and this helps them to feel safe and secure. Most of the required documentation to promote children's welfare is in place. The childminder is aware of the strengths and areas for improvement of her provision and shows suitable ability to continue to develop her practice. The childminder provides an adequate range of activities to help children make satisfactory progress in their learning and development. She suitably deploys her resources so that children can make some independent choices about their play and become active learners.

What steps need to be taken to improve provision further?

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

- ensure the daily record of the children's hours of attendance reflect the children's actual times of attendance (Documentation) (also applies to the compulsory and voluntary parts of the Childcare Register).
- 04/02/2010

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

- ensure that reasonable steps are taken to ensure the safety of children and

others on the premises in the case of fire. This refers to the regular practising of the fire drill and the recording of the details in a fire log book.

- develop the two-way flow of information by ensuring clarity in the policies and procedures that are shared with parents
- review the understanding of the Local Safeguarding Children Board guidance to ensure that knowledge is up-to-date
- develop the educational programmes for children to ensure there is sufficient challenge across all areas of learning to enable children to make good progress towards the early learning goals.

The effectiveness of leadership and management of the early years provision

The childminder understands her role in safeguarding children and has an adequate awareness of protecting children; however, she is not fully aware of the Local Safeguarding Children's Board guidance. She has developed emergency evacuation procedures although younger children have not yet practiced evacuating the premises in case of an emergency, enabling them to understand how to keep themselves safe. Children's attendance is recorded daily, however, the record does not accurately record the actual times of arrival and departure. This is a requirement on the Early Years Register.

The childminder has completed a self-evaluation of her practice which has adequately identified areas for improvement and she is actively seeking out further training and advice from the National Childminding Association as well as the local children's centre. The childminder also uses an assistant to enable her to provide continuity of care, who she supervises and supports appropriately. The childminder has written permission from parents for an assistant to be in sole charge of the younger children for short periods of time, although this permission lacks some clarity.

The childminder effectively promotes equality of opportunity and has developed a sound relationship with parents and with other settings that the children attend. This effectively ensures that information is shared effectively and that children's learning and developmental needs are adequately met. All children and families are valued and children are given a sense of belonging through positive images on posters, in books and jigsaw puzzles.

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

The childminder adequately understands children's individual interests; they enjoy their activities with the childminder and they take part in suitable play opportunities that help them to learn and develop adequately. However, the children are not yet sufficiently challenged to effectively support and extend their learning and development. The childminder observes children at play, and is developing a record of children's progress through photographs, examples of children's craft work and these are linked to the areas of learning. The information

gained from her observations of children is beginning to be used to identify the next steps in each child's learning and plan activities which build on their interests.

The childminder provides a relaxed environment where children are comfortable in her care. For example, they show affection for the childminder which means they feel secure and safe. Children gain some awareness of the wider community as they visit local amenities and enjoy visits to the local children's centre, pre-school groups shops and park. Children develop their small muscle skills with activities such as drawing and painting, and they competently feed themselves as their coordination skills develop. Children are developing independence as they help themselves to toys and books that the childminder provides. Children learn problem solving skills as they operate simple equipment such as push and play or pop-up toys; they show curiosity as they find out how things such as torches work, Children's early literacy skills are developing; they enjoy looking at books and pointing to what they see as they share stories with the childminder. They practice making marks and learn to recognise the letters of the alphabet. These simple activities begin to lay the foundations to support the children's future economic well-being.

Children enjoy opportunities for fresh air and exercise as they walk regularly to local amenities. The childminder gathers clear information from parents about children's dietary requirements and this ensures children can eat safely. Appropriate procedures are in place for recording accidents and medication; the childminder ensures she is able to respond appropriately if children have an accident as she has completed an appropriate first aid qualification. The childminder helps children to gain an awareness of how to keep safe, both in the home and on outings; they learn about how to cross the road safely.

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 (Records to be kept) 04/02/2010
- ensure that any person aged under 18 caring for children is supervised at all times by a person who has attained the age of 18. (Welfare of the children being cared for) (also applies to the voluntary part of the Childcare Register) 04/02/2010

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 (Welfare of the children being cared for) 04/02/2010
- take action as specified in the early years section of the report (Records to be kept) 04/02/2010