

Inspection report for early years provision

Unique reference number	EY389650
Inspection date	02/02/2010
Inspector	Maxine 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.

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 2009. She lives with her husband and three children aged 20, 19 and 16 years old. The family live in a three bedroom terrace maisonette in the Canning Town area of the London borough of Newham. The whole of the ground floor area is used for childminding. There is a fully enclosed shared garden available for outside play.

The childminder is registered to care for a maximum of six children at any one time, three of which are in the early years age range. The childminder is currently minding three children in the early years age range and three children on the Childcare Register.

The childminder walks to local schools to take and collect children. The childminder is registered on the Early Years Register and both parts of the Childcare Register. She is a member of the National Childminding Association and local childminders' support group.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The children are happy and settled because the childminder provides a welcoming environment and a stable routine that meets some of the children's individual needs. The childminder is clear about her role in regards to safeguarding children in some areas which helps to ensure the children's welfare is promoted well in some areas. The partnership with parents and external agencies helps to maintain continuity of care for children in some areas. The childminder demonstrates a willingness to improve her provision for the benefit of children thereby giving children choices and promoting their independence.

What steps need to be taken to improve provision further?

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

- ensure risk assessments take full account of all potential safety hazards to children (Safeguarding and welfare) 12/03/2010
- ensure that all records relating to childminding activities are readily accessible and available for inspection at all times (Documentation) 12/03/2010
- ensure parents are notified and provide consent for children to attend outings (Documentation) 12/03/2010
- develop partnership with parents and other agencies to ensure consistency of care and education (Organisation). 12/03/2010

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

- plan, observe and assess children's progress towards the early learning goals ensuring that older children are sufficiently challenged

The effectiveness of leadership and management of the early years provision

The children's environment enables them to enjoy some activities because the childminder implements some practical safety measures. Safety features include secure locks on windows and doors to prevent children from leaving the premises unsupervised and entering spaces that are unsuitable for them to play. The resources and play equipment are mostly displayed within easy reach for the children which promotes the children's independence and limits the possibility of accidents. The children are supervised well and they are taught how to care for their environment. All children take responsibility for tidying away the play equipment after the session which helps to remove potential hazards from the floor. Occasionally informal systems for risk assessing do not take full account of all safety issues such as the potential hazards posed to children by hanging wires. The childminder maintains most of the required policies, procedures and systems for record keeping. Some records necessary to promote children's welfare are not maintained, these include consent for outings and risks assessments which do not always take full account of safety risks to children. The childminder is clear about her role in managing issues relating to safeguarding children from potential harm.

The partnership with parents helps to promote continuity of care for children. The childminder is available to exchange information with parents each day. Parents can access useful information such as policies and procedures online as well as in the setting. All parents receive a contract which they help to create. This helps to ensure the expectations for the care children will receive is mutually agreed. Occasionally the partnerships with parents and external agencies, such as the schools children attend, does not ensure sufficient information is collated and used to promote outcomes for children. For example, parents are unable to contribute to children's assessments because these are not available. The children are able to gain some experience of community life when they meet children from different backgrounds, read books and celebrate cultural festivities.

The childminder is suitably trained in childminding and first aid. She is keen to improve her provision she has organised the resources well to enable easy access for children and to give them choices.

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

The children are happy and feel safe because they have a secure relationship with the childminder and they enjoy a stable routine. The children confidently make

choices and select resources independently because these are easily accessible to them. All children are able to make a positive contribution. For example all children are developing personal independence, the children under two years of age attempt to feed themselves, whilst older children practise dressing themselves. The daily routine enables the children to enjoy a healthy lifestyle as they wash their hands before meals, drink water and enjoy healthy snacks which include a variety of fresh fruit. Younger children receive appropriate support to help them concentrate and persevere with activities. They build a tower and count the bricks. At times these activities are not adapted to offer sufficient challenge to older children. Older children show consideration to younger children as they share resources and initiate games which include the younger children. All the children are well behaved and willingly cooperative to sort and tidy away resources.

The children show an active interest in books and select books to be read at story time. They learn new words to describe features of the body and learn rhymes as they sing familiar songs. Older children access appropriate resources to develop skills for mark making but they do not always receive support to communicate by using full sentences. The children use their imagination well to re-enact scenes of domestic life as they make practical use of home corner equipment. They use pencils and crayons to draw and express their ideas. The children are energetic and use their bodies with increasing confidence as they walk, run and crawl. They are able to extend their physical skills when they play outdoors in the fresh air. The children are able to gain an appreciation of the wider community as they use books and resources that positively reflect diversity.

Written observations of the children's progress are at a developmental level. The information obtained from observations is not always used to plan the children's next steps. Consequently children's learning is not specifically structured to their specific learning needs.

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 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 (Arrangement for Safeguarding children) 12/03/2010
- take action as specified in the early years section of the report (Records to be Kept) 12/03/2010
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