

Inspection report for early years provision

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Inspection date	19/01/2010
Inspector	Rufia Uddin
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 2008. She lives with her husband and five children aged four, six, 10, 12 and 17 years old. They live in a residential area which is within walking distance of the local shops, nursery, schools and park in Walthamstow in the London borough of Waltham Forest. The lounge is used for childminding purposes. The childminder is registered to care for a maximum of three children under eight years at any one time, of whom no more than two may be in the early years age range. The childminder is registered on the Early Years Register and on the compulsory parts of the Childcare Register. The childminder is currently caring for two children in the early years age range who attend on a part-time basis. She also offers care to two children aged five to 10 years. The childminder walks to local schools to take and collect children, and regularly attends children's groups and visits parks and shops. 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.

Children enjoy the time they spend with the childminder and her family. Children feel safe and have a sense of belonging. The childminder has adequate awareness of how to safeguard children. Risk assessments help contribute to this. The childminder works closely with parents and other providers regarding children's individual needs. Policies and procedures are shared with parents and contribute to the running of the setting. The childminder has only recently started to evaluate her practice, and is able to demonstrate that she has identified areas for improvement to benefit children in her care.

What steps need to be taken to improve provision further?

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

- develop the use of observations and assessments to inform the planning of activities to cover all areas of learning, and increase opportunities for children to engage in physical play to promote their development
- introduce opportunities for parents to be informed about their child's next steps for development to help them playing a more active role in their child's learning at home
- make sure that children have access to an appropriate range of play resources and activities that help them to explore diversity and the wider world
- assess the risks to children in relation to hazardous items stored in low-level cupboards, and take action to minimise these, and ensure hazardous materials are safely stored away from children to promote children safety
- ensure evidence of attendance at an appropriate training course is available for inspection.

The effectiveness of leadership and management of the early years provision

Children benefit because the childminder has an understanding of her role in safeguarding children and is aware of the procedures to follow should a concern arise. Parents are made aware of her responsibilities prior to their children attending the setting. Risk assessments of the premises, equipment and outings have been carried out and these are formally recorded. The childminder has put in place precautions to help safeguard children at her home. The childminder has gates to restrict access to unsupervised areas, a visitors' book is used and fire evacuations are practised with children. The front door remains locked whilst children are present. All adults living on the premises and working with the children have been suitably vetted. However, hazardous materials are stored in low level cupboards, and sufficient measures have not been taken to make these inaccessible to children, which negatively impacts on children's safety. Children's health is promoted because medication is stored safely, and the childminder has completed appropriate first aid training and is aware of procedures to follow should a child become ill in her care. The childminder has all necessary parental permissions in place. Systems are in place for the recording of accidents and these are shared with parents. A register is kept and the hours of children's attendance are recorded.

Children benefit from the developing relationships building between parents and the childminder. The childminder makes time to talk to parents on children's arrival and at collection. The childminder works with parents to ensure children settle quickly. The childminder has written policies and procedures which are shared with parents. The childminder shares information about children's care with parents each day and passes on any important information from school. Observations of children's progress are shared. However, continuity of learning for children is not fully developed because parents are not made aware of their child's next steps for development to enable them to more effectively support their learning at home. The childminder has compiled a scrapbook of photographs, showing the children enjoying a variety of activities, and she shares this with parents to involve them in their child's time at the childminder's home. The childminder also provides a daily diary to all parents detailing children's sleeps, what and how much they have eaten, and nappy changes, helping to promote continuity of care and good partnerships with parents. Although the childminder has started to complete observations on the children in her care, she has not yet fully linked these to the general planning of activities, and has yet to clearly identify children's interests and next steps to enable her to further support and challenge children in their learning and development.

Although the childminder was unable to provide evidence of attendance at an appropriate training course, the childminder has organised her home to help meet the children's individual needs. She organises the areas children use and the resources to promote children's independence to enable active learning. The childminder has a satisfactory knowledge and understanding about equality and diversity and how she would include all children. The childminder demonstrated

how she would support children who have English as an additional language or who have special educational needs and/or disabilities. Children are valued and respected as individuals, are confident in the childminder's care and have satisfactory opportunities to learn about themselves and the wider world. They have access to a small range of play resources designed to promote their understanding of diversity and the wider world, including books. They explore their local community as they go for walks and visit the park.

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

Children are happy, confident and independent learners who enjoy the time they spend in the childminder's care. Children enjoy a balance of adult-led and child-initiated play. The childminder provides activities for children, taking into account their individual interests. Colour and shape posters are displayed to make the lounge welcoming to children and encourage them to talk about the different objects shown. Children display adequate independence, making decisions about what they want to play with. The lounge is organised allowing children to select their own resources from labelled boxes. Children develop a sense of belonging, helping to pack away toys. They are busy and curious and enjoy investigating the resources that are available to them. The childminder helps the children to progress at their own pace as she has some knowledge of the way children learn and develop. Children have opportunities to play, have fun, and learn and develop new skills. They benefit from the caring and affectionate interaction with the childminder and as a result, they behave well and respect the behavioural boundaries that are in place in the home. The childminder is calm, consistent and respectful in the way she interacts with the children and this helps the children to feel happy and settled in the home. Children's language skills are encouraged as the childminder talks with them whilst they play, asking questions, counting, and suggesting different activities. Their knowledge and understanding of the world is promoted as they learn how things sometimes grow whilst planting seeds. They are beginning to develop skills for the future as they use some information technology such as hand held games. The childminder is a positive role model, treating children with care and respect. The children play well together, negotiating, sharing and taking turns. Children's communication is developed as the childminder asks questions which make them think and remember. Children are praised for positive behaviour, such as helping to tidy up. Children are kept safe on outings. The childminder is developing children's knowledge of road safety by talking to them about the traffic lights whilst crossing the road. They learn about respecting other people and their differences as the children who attend are from a wide variety of backgrounds.

Children are cared for in a warm, welcoming childminding home. Children are learning about the importance of hygiene and personal care and know they must wash their hands after using the bathroom. They know that washing their hands after using the toilet and after eating helps prevent the spread of germs. Nappy changing procedures are good and the childminder respects the children's privacy. Although children have limited opportunities to engage in physical play, children benefit because the childminder provides children with healthy and nutritious

meals, including a range of vegetables and fruits to develop children's awareness of healthy eating. Their likes and dislikes are taken into account as are their dietary needs. Drinking water is freely available to ensure that children remain hydrated throughout the day.

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

The quality of the provision in the Early Years Foundation Stage	3
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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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