

Inspection report for early years provision

Unique reference number	EY347103
Inspection date	14/01/2010
Inspector	Lynn Palumbo
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 2007. She lives with her husband and four children in a three bedroom house in the London borough of Hackney, within easy walking distance of shops, parks, nurseries and schools. The whole of the premises except the bedrooms on the first floor are used for childminding and are easily accessible. Toilet facilities are on the first floor. 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. There are currently two children on roll, within the early years age group. Children attend different times of the week. She 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. She walks to local nurseries and schools to take and collect children.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder has sound relationships with the parents which enables her to obtain knowledge about the children's families, home lives and individual care needs. This ensures a shared understanding of the children is obtained and they are making sufficient progress in their learning. Her systems of self-evaluation enable her to identify some areas for development which the childminder wishes to address as part of her continuous improvements.

What steps need to be taken to improve provision further?

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

- ensure written parental permission is requested, for every child within the setting, to seek any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare) 20/01/2010
- ensure a record of risk is conducted and contains relevant information, for each type of outing and review it before embarking on each specific outing (Safeguarding and promoting children's welfare) 20/01/2010
- improve the record of risk assessment, clearly stating when it was carried out, by whom, date of review and any action taken, in particular risk assessments should cover anything with which a child may come into contact. (Suitable premises, environment and equipment) 20/01/2010

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

- practise evacuations drills on a regular basis with children to enable them to have a clearer understanding of fire safety procedures
- continue to implement observation and assessment systems in order to fully identify learning experiences for each child across all areas of learning and enable parents to incorporate their comments into children's individual records
- provide children with creative resources and activities to enable them to explore and share their thoughts, ideas and feelings
- continue to implement healthy routine practices to enable children to gain a sense of self-respect and concern for their own personal hygiene and care and how they develop independence.

The effectiveness of leadership and management of the early years provision

The childminder has a good knowledge about child protection procedures and knows where to make referrals. She has ensured all adults living within her household are vetted and suitable to be around the children. The childminder has started to keep a record of risk assessments for her home and outings. However, the records of risk assessment do not include all required detail such as when the risks will be reviewed and any action taken following these reviews. This does not ensure any potential hazards are promptly identified and minimised within the home and on outings. This is a breach of requirement of the Early Years Foundation Stage (EYFS). Although, the childminder has ensured written parental permissions are in place for outings for all children in her care, consent for emergency medical advice and treatment has not been requested for all children. This does not ensure all children are cared for in an emergency without delay. This requirement has not been fully met. The childminder has an effective fire procedure in place.

Although, the childminder has arranged some resources in the environment at the children's level, other resources are stored in boxes and cupboards. The childminder is redesigning the play area to ensure children have easy access to all toys. This ensures children's learning and development is enhanced and feeds into the continuous improvement of her setting. Children are provided with a satisfactory range of resources to foster an awareness of diversity in society, for example, they are offered a variety of foods from a cultural menu.

The childminder has not completed the Ofsted self-evaluation form. However, she has identified ways in which to improve her practice for the benefit of the children. She has completed relevant training to support her work with children. She has updated her First Aid qualification and has attended courses in healthy activities and equal opportunity awareness. However, she has not yet fully updated her knowledge and understanding of the EYFS in relation to children's learning and development, for example, relating to the use of effective observation and assessment.

Parents are informed about their children's daily activities, sleep and nappy changes and they have access to children's profiles and samples of their children's work. However, the childminder has not yet fully established systems to incorporate parents' comments into the profiles to ensure they are fully involved with their child's learning. The childminder has a number of policies and procedures in place relating to her business, which are shared with parents. These include ones relating to equal opportunities, child protection and complaints.

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

Children appear happy within the environment and the childminder has built good bonds with them. She interacts with the children at their level incidentally supporting their learning as they play. For example, children press buttons on an activity resource and the childminder counts the attempts. This introduces the basic concept of counting.

The childminder has recently devised observation and assessment systems to track children's learning and progress in line with the early learning goals. However, although the childminder has started to observe the children, the observations are not conducted on a regular basis across the areas of learning. This does not enable the childminder to obtain a clear picture of where each child is with their individual learning and what their individual next steps are across the areas of learning.

Children's communication skills are developing well. Whilst exploring a picture book called 'The naughty grasshopper,' children babble and smile as the childminder makes animated animal noises. They have opportunities to explore emergent writing and make marks by selecting and using coloured crayons. Children are beginning to say their first words, such as 'Dada' and consistently babble as the childminder talks about the activities that they explore. Children have some opportunities to develop physically; they crawl and pull themselves up by holding onto secure resources. Children are becoming increasingly confident as they attempt to walk independently. Children develop an understanding of a diverse society as they taste food from other cultures and watch the childminder pray. Although, children listen to familiar songs and rhymes, there is less opportunity for them to explore messy play with paints and gloop.

Children are learning about keeping safe, as they talk about road safety when they go out within the community. This equips children with some understanding of how to manage their own safety. However, although the childminder has a 'Fire Plan' in place, children do not regularly practise evacuations to reinforce their knowledge and understanding of fire safety. Children are learning to be healthy. They learn about healthy foods, for example, they enjoy nutritious and well-balanced meals and snacks and talk about the benefits of fruits. They receive water throughout the day. Although, children are in a routine for sleep and meal times there is less emphasis on teaching children the importance of washing their hands before they eat. Although, children are active, inquisitive to explore the

resources, they do not always receive sufficient support to be fully involved in play and learning.

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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