

Inspection report for early years provision

Unique reference number	EY373544
Inspection date	18/01/2010
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.

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 2008. She lives with her husband, friend and three children in a three-bedroom house in the London borough of Redbridge, 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. 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 three children on roll, all of which are in the early years age group. Children attend at different times of the week. 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. She walks to local nurseries and schools to take and collect children. No children were present at the time of the inspection

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 children 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:

- make a record of risk assessment clearly stating when it was carried out, by whom, the date of review and any action taken following a review or incident (Suitable premises, environment and equipment) 01/02/2010
- ensure a full risk assessment is conducted for each type of outing and review it before embarking on each specific outing. (Safeguarding and promoting children's welfare) 01/02/2010

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

- use the Early Years Statutory Framework and Guidance documents as a guide to carrying out effective observations and assessments, in order to identify

- children's next steps in learning and to share this information with parents
- ensure written parental permission is in place to take children on outings
- establish a two-way flow of information with other early years providers to ensure a collaborative approach to children's welfare and learning and development is fully achieved.

The effectiveness of leadership and management of the early years provision

The childminder has clear 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. Although the childminder has good knowledge of hazards to children, a record of risk assessment for her home and garden is not in place and risk assessments are not carried out for outings. This does not ensure any potential hazards are promptly identified and minimised within the home, garden and on outings. This is a breach of requirement of the Early Years Foundation Stage (EYFS). The childminder has ensured written parental consent for emergency medical advice and treatment is in place. This ensures children receive emergency treatment without delay. However, parental permission to take the children on outings is not requested from parents. The childminder has an effective fire procedure in place.

The childminder has a landscaped garden for children and has arranged resources in the environment at children's level. This enables them to access the resources independently throughout their physical play. Toys and resources are adequately arranged in the childminders living room to ensure children can access from a low level. The childminder is redesigning an area of her home so children have a designated playroom. 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 learn about traditional African costumes.

The childminder 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 an up to date First Aid qualification and has attended a course in healthier food and special diets. However, she has not yet fully updated her knowledge and understanding of the Early Years Foundation Stage in relation to children's learning and development, for example, relating to the use of effective observation and assessment.

The childminder values the role of parents and continually encourages them to share what they know about their child. The childminder feeds back verbally and by written information on a daily basis to parents about their children's day. The information given to parents is mostly about children's care and general achievements, but does not provide detailed information about their progress in learning. The childminder cares for children who attend other early years settings. However, she has not established systems to ensure a two-way flow of information is shared about children's well-being and learning and development. 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 have settled well into the childminders home and the childminder and her family have built good bonds with them. The childminder applies clear and constant boundaries, so that children develop knowledge of what is expected and display positive behaviour. The childminder interacts with the children at their level incidentally supporting their learning as they play. For example, children count measures of ingredients into a bowl when making cakes, and the childminder reinforces number sequence. This introduces the basic concept of counting.

The childminder has recently devised observation and assessment systems to track children's learning and progress towards 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 satisfactorily. The childminder discusses the children's learning and describes how the children enjoy exploring a picture book called 'My little word book.' Children identify parts of their body from the book and talk about running, climbing and the features of their face. This ensures children gain an awareness of their body and a healthy lifestyle. They have opportunities to explore emergent writing and make marks by selecting and using coloured pens. The childminder describes how the children talk animatedly throughout their play, whilst holding a mobile phone they say 'mummy and daddy are going to church.' Children have good opportunities to develop physically; they run, ride bikes and scooters. They learn to throw and catch balls with control. Children's physical development is further extended when they play on recreational equipment at the local park. Children's understanding of diversity and difference is enhanced as they help prepare vegetable soup and learn that a special African leaf 'calalu' is added instead of spinach. They discuss why the 'ankare, lace and george', are part of the 'Yoruba', an African tribe's traditional costume. In addition, they talk about places of worship and listen to the childminder read extracts from a children's bible. This ensures that children learn to value aspects of their own lives and the diverse society in which they live.

The childminder states through discussion that 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. In addition, they 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. Children learn about the benefits of fruits and vegetables as they help the childminder prepare their meals.

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	2
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:

- ensure the written safeguarding policy includes procedures to be followed should an allegation be made against the childminder or a family member (Arrangements for safeguarding children) 01/02/2010

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. (Arrangements for safeguarding children) 01/02/2010