

Inspection report for early years provision

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Inspection date	17/05/2010
Inspector	Natasha Parsons
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 2009 and works from her sister's family home, in Ilford in the London borough of Redbridge. The whole of the downstairs and the bathroom on the first floor is used for childminding purposes and there is an enclosed garden available for outdoor play. The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three children may be in the early years age range. Currently she has seven children on roll in the early years range and works full time with an assistant. The provision is registered on the Early Years Register and the compulsory part of the Childcare Register, the childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

A developing knowledge of each child's needs ensures the childminder provides appropriately for children's welfare and learning. Children are safe and secure and enjoy their time in the setting. Developing partnerships with parents are important in ensuring that the needs of all children are met. This means that children make steady progress, given their age, ability and starting points. Meaningful self reflection and ongoing evaluation by the childminder ensures that priorities for development are identified and responded to, resulting in provision that responds to all user needs.

What steps need to be taken to improve provision further?

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

- develop observations by analysing them to help to plan for 'what next' for individuals and groups of children, and link to the different areas of learning
- ensure regular evacuation drills are carried out, details recorded of any problems that were encountered and how they were resolved
- ensure effective use of the local neighbourhood is included in planning to develop children's knowledge and understanding of the world

The effectiveness of leadership and management of the early years provision

The childminder has a satisfactory knowledge of safeguarding issues; she knows the procedures to follow, if she observes worrying signs and who to contact to report a concern. Consequently, a child at risk would be identified and external support obtained. A safeguarding policy is shared with parents, and appropriate forms for recording concerns are in place.

The childminder has embraced her new role, using her previous experience as a

nursery worker to positively influence the structure of the day and activities she provides for children's care and learning in a home environment. She is organised, planning for each day while flexible to meet the changing needs of children. She has attended the required training for registration and intends to develop her knowledge and understanding through additional training, for example, undertaking a level three National Vocational Qualification in childcare. She is supported by her local authority development team, as a reflective practitioner she evaluates activities and makes improvements as needed, for example, developing activities to further aid children's independence. The completion of self evaluation enables her to effectively identify the areas she wants to develop so her practice continues to progress and evolve.

Children are supervised, relaxed, articulate and confident, and have access to a good and varied range of play materials and activities. The environment is well planned with the outside space organised to compliment the inside. Accessible play materials and activities are available, with comfortable areas for relaxing and reading. Child sized furniture is used for meals and activities, with suitable sleep mats sited downstairs so children remain observed when sleeping.

Satisfactory working partnerships are in place with parents, and policies and procedures reflect many aspects of the care provided, these are made available to parents in a summary document. The childminder provides flexible care arrangements, she gives daily feedback and uses a daily diary for parents, as an additional method for keeping them informed. Daily discussion and information is shared, supporting children's individual needs, for example, sleep, eating patterns and activities completed. Parents are kept informed of children's development and progress through developing individual portfolios. The childminder is developing links with other providers who share the care of children to ensure there is continuity in the delivery of the Early Years Foundation Stage.

The childminder helps to promote children's understanding of equality and diversity through access to books and play materials; she is committed to extend this further, for instance through meals provided. All children are encouraged to play with the resources provided regardless of their gender and are encouraged to look after equipment, to pack away, take turns and to be caring and kind to each other.

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

Children make satisfactory progress towards the early learning goals, however observational records are not used sufficiently to inform planning, to support progress for individual learning needs and are not linked to the areas of development. Children receive lots of individual attention, the childminder knows the children and their family backgrounds and uses this information to support and include all children, for example, and they talk about what children have done at home. Children can choose resources from the low level storage and enjoy playing independently and together. Mealtimes are sociable, relaxed and children eat at their own pace.

The balance between adult and child-led activities is appropriate. A daily flexible routine is followed, and children have lots of opportunities to spend time outside in the garden as they develop their physical skills when they run and use sit on toys. Children's knowledge and understanding of the world is promoted when they plant cress seeds, and watch them grow with the intention to eat it in sandwiches. They recently enjoyed observing the life cycle of a caterpillar as it became a butterfly and recording the process to support their learning.

Children's health and safety is promoted when they are reminded about hand washing, before eating and after playing in the garden, and individual face flannels are used. The childminder risk assesses the premises daily for hazards and uses risk assessment for trips and outings, safety modifications are in place, for example, safety gates, to keep children safe. Although a fire evacuation procedure is in place, it has not been practiced regularly. The childminder is committed to address this and had identified this through self evaluation.

Children know how to behave and are learning about taking turns and sharing, they discuss the use of appropriate language and are supported by the childminder in their understanding. They are reminded by a visual poster of the house rules, and the importance of being kind towards others. Children benefit from the healthy, nutritious meals and snacks. Meals are cooked daily with fresh ingredients, for example, chicken and vegetarian options are offered and a menu keeps parents informed of what children are eating.

Children play with a satisfactory range of resources promoting positive images of other cultures. Children enjoy some trips in their local community, including the library, parks and shops. The childminder is committed to extend children's experiences of the local community.

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	2
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	2
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:

Met