

Inspection report for early years provision

Unique reference number	EY396019
Inspection date	14/01/2010
Inspector	Amanda Gill
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. She lives with her husband and their two children aged three and six years old in a house situated in Hornchurch in the London Borough of Havering. Access to the house has three small steps up from the ground directly from the footpath. The childminder uses the whole of the down stairs part of the house for childminding and there is a secure garden for outdoor play. The family have a pet dog called Benson.

The childminder is registered for four children under eight years old at any one time. The childminder currently has two children on role in the early years age range. 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.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children receive satisfactory care because the childminder ensures she has sound understanding of their individual needs. The childminder offers a welcoming and inclusive setting for children. The children are safe and secure in the care of the childminder and they enjoy learning about their local area and the world around them. The partnership with parents is a strength and contributes to all of the children's needs being met, prioritises children's well-being and encourages their understanding of health and safety issues. Children enjoy a variety of play activities although there are not yet established systems in place to promote and extend children's individual learning effectively. The childminder is beginning to reflect on her childcare practice and identify some areas for further improvement.

What steps need to be taken to improve provision further?

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

- request written permission from parents for seeking emergency medical advice or treatment (Promoting good health) 28/01/2010

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

- develop systems for the observation and assessment of children, and use these to ensure that children achieve as much as they can in relation to their starting points and capabilities
- develop the systems for planning and evaluating children's individual progress towards the early learning goals, including next steps for their development to further enhance the children's learning

- develop the use of self-evaluation to encourage reflective practice and highlight aspects requiring further improvement

The effectiveness of leadership and management of the early years provision

The childminder has a sound understanding of child protection and how to safeguard children. All areas of the home are safe for children, and the childminder ensures that children can not access the first floor of the home by use of well placed stair gates. The childminder has good risk assessments in place to ensure any risks are actioned promptly. All members of the household hold full Criminal Records Bureau checks and the childminder has good understanding of how to protect the children from non vetted visitors to the home. When children take part in outings, she follows strict safety procedures. All medical records are well maintained and the childminder has an up to date paediatric first aid qualification which enables her to act appropriately in children's best interest should they sustain a minor injury in her care. The childminder has permission from parents to administer medication, however, she does not have written permission from parents for seeking emergency medical advice or treatment. Therefore, not all steps have been taken to ensure children's welfare is promoted at all times.

The childminder arranges the resources in the home at the children's level. This enables them to access the resources independently. For example puzzles, construction blocks, dolls and prams, musical instruments and dressing up clothes. She is warm and welcoming to children and their families. Resources are inclusive for all children and the childminder encourages children to think about others, holding discussions about why we are all different and is happy to challenge 'stereotypical attitudes'.

The childminder has well written policies and procedures in place and shares these with the parents when they start. The childminder has a close working partnership with parents and provides clear details about her provision for children. She exchanges information with parents on a daily basis, both verbally and through written daily diaries, which include each child's individual daily achievements. In addition she liaises with other early years providers to ensure that children are offered extra support when necessary. Parents express their satisfaction with the care provided for their children.

The childminder is keen to improve the outcomes for all children by looking at ways to develop certain aspects of her practice. She intends to develop a more effective system of observational assessment to ensure that all children achieve as much as they can in relation to their starting points and capabilities. She is also interested in accessing more training to develop her knowledge and understanding of the Early Years Foundation Stage (EYFS) and to further improve the outcomes for all children. The childminder has begun to look at self evaluating her practice, although this is still in very early stages and is not reflective enough to highlight aspects for further improvement.

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

Children are content and enjoy their time at the childminder's house. She has created a calm, homely, relaxed environment. The childminder has an appropriate understanding of how children learn and provides resources which encourage them to explore, such as a selection of zoo and farm animals and a variety of different musical instruments. The childminder has built good bonds with babies and they display a strong sense of belonging and security within her home. The childminder interacts with the babies at their level, incidentally supporting their learning as they play with the shape sorters and soft building blocks. The childminder supports babies as they play independently, becoming active, curious and inquisitive learners.

The childminder takes time to find out about the children and their likes and dislikes which aids the children's settling in process. She writes additional comments in the children's individual diaries for each child in the Early Years Foundation Stage (EYFS) where she lists some observations that she makes on their daily activities, however, the next steps are not recorded. The childminder is unsure how to plan for each child's individual learning and development progress, although she is working to develop a system to implement. The childminder does not plan to fully reflect the Early Years Foundation Stage and does not fully meet children's individual needs and stages of development.

Children are protected from cross contamination and infection through well thought out hygiene procedures. Children have access to liquid soap and each have their own flannel and towels to dry their hands on. The childminder ensures that children are cared for in a safe and hygienic environment. Children learn to adopt healthy lifestyles through opportunities for healthy eating and outdoor play. The childminder takes care to ensure that children's individual dietary needs are catered for appropriately. Children feel safe in the setting because there are various safety measures in place. They develop self-confidence and enjoy much praise for their achievements. They are well settled and develop a sense of belonging in the setting. The childminder helps all children to develop respect for others and gain an increasing awareness of diversity in a wider world. Children learn to take turns and to understand simple rules of the house because the childminder is consistent in her management of behaviour, working alongside parents to provide continuity.

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	2
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	2
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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