

Inspection report for early years provision

Unique reference number	EY379948
Inspection date	01/09/2009
Inspector	Rufia Uddin

Type of setting	Childminder
------------------------	-------------

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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 and three children, aged six, 13, and 16 years, in a residential area of Walthamstow in the London borough of Waltham Forest. The whole of the home is being used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than three may be in the early years age range. The childminder is currently minding one child in the early years age range, and is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The childminder walks or drives to local schools to take and collect children, and regularly attends the local parent and toddler 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 good.

Overall, the quality of the provision is good. Children have settled quickly and are happy, content and feel safe at the childminder's home. The children are treated as individuals and with respect and their needs are met well. Clear policies and procedures are in place and shared with parents. Risk assessments are in place and clearly identify hazards in the home and garden, although risk assessments for outings need to be recorded. The childminder has made a satisfactory start on self-evaluation and has begun to identify areas for improvement to improve and develop her practice.

What steps need to be taken to improve provision further?

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

- obtain information in advance of the child being admitted, about who has legal contact and parental responsibility for the child
- update the safeguarding procedures to include procedures to follow if an allegation is made against the childminder or a member of the household
- update records of risk assessments so they identify all aspects of the environment that need to be checked on a regular basis with particular regard for outings.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well. The childminder has put in place necessary precautions to ensure children are kept safe at her home. Gates restrict access to unsupervised areas, a visitors' book is used and regular fire evacuations are

practised with children and clear records kept. The front door remains locked while children are present. Children are supervised well at all times. Clear records of incidents are recorded, shared with parents and kept confidential. Children are safeguarded as the childminder carries out risk assessments in her home and garden. Risk assessments contain details of when they were completed and reviewed and help reduce risks to children. The childminder minimises potential hazards by assessing risks to children when they are taken off the premises on an outing, although she does not record this. Written policies and procedures on safeguarding children are in place, although do not yet include what to do in the case of an allegation being made against the childminder or a member of her family. Details of children are kept secure and confidential. The childminder has a good understanding and awareness of the procedure to follow in the event of having a concern about a child in her care and the records to keep.

Good partnerships with parents have developed and verbal information is shared with them daily on arrival and collection. The childminder shares policies and procedures with them. At present, the childminder has no children who attend other early years settings, but she demonstrated a good awareness of procedures that she would follow to develop these partnerships with the setting. The childminder uses a learning journey to record observations of the children and their next steps for development, these are shared with parents. The childminder has a good understanding regarding the children's individual needs and interests and how to meet them. All necessary written parental permissions are in place and the childminder regularly requests comments from parents, and all comments were positive. Although details of authorised people to collect children are recorded, some clarification is required regarding who has legal contact and who has legal parental responsibility for the child.

The childminder is well organised and paperwork is clear and kept confidential. She ensures that all children have their individual files. The childminder has started the self-evaluation process and has made progress working towards achieving her identified areas for improvement.

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

Children are happy in the childminder's care. They are busy and curious and enjoy investigating the resources that are available to them. They confidently ask the childminder for help to complete a puzzle and enthusiastically help to tidy up so they can sit on the floor mat for their play. The childminder helps the children to progress at their own pace as she has a good knowledge of the Early Years Foundation Stage learning and development requirements. She has considered each child's starting point and abilities and which activities are suitable to challenge them and help them move on in their learning. The childminder has begun to evaluate activities and identify how they can be extended to support each child. Interactions are good and the childminder talks to the children as they play, explaining what toys do and the sounds they are making. The childminder knows the children well and their routines, she ensures she follows these to help them settle. She respects children's sleep times and meals times. Children are

regularly offered a change of resources from the good selection available. Resources are easily accessible and in good condition. The childminder has ensured that she has a good variety of both plastic and wooden toys, so children can feel the textures. Children benefit because the childminder also encourages their independence. Children play together cooperatively and are encouraged to tidy up the toys and to say please and thank you. The childminder encourages them to get their own shoes and attempt to put them on the correct feet by themselves. She assists them by offering gentle reminders and appropriate support. Children are covering all areas of learning and development and have good opportunities to explore the world around them through regular trips around the local area and access to the enclosed garden. The childminder has begun to carry out written observations and these are evaluated sufficiently to inform her about how the children are progressing, or to identify how she can help them to reach the next stage in their learning. The childminder is able to demonstrate, verbally and through planned activities, a real understanding of where the children are and how she can help to challenge them. She has compiled an informative scrapbook of photographs, showing the children enjoying a variety of activities such as painting and playing outside with sand, and shares this with parents to involve them. She also provides a daily diary to all parents detailing children's sleeps, what and how much they have eaten, and nappy changes, helping to successfully promote continuity of care and strong partnerships with parents.

The childminder promotes healthy hygiene practices and is a good role model. She prepares food daily for the children and she is aware of children's dietary needs and meets them well. Children are regularly offered fresh drinking water and children have their cups regularly refilled and offered to them. The childminder ensures that children wash hands before meals and after playing in the garden. Nappy change procedures are good and the childminder respects the children's privacy. Children's well-being is promoted as the childminder is aware of the procedures to follow in the event of an accident and clear records are kept and shared with parents. Medication records are also kept and shared with parents.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met