

Inspection report for early years provision

Unique reference number	EY402745
Inspection date	14/04/2010
Inspector	Julie Biddle
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 2009. She lives with her husband and two children in the London borough of Harrow. The whole of the house is used for childminding and there is a fully enclosed garden for outside play. The childminder's home is accessible to those with limited mobility.

The childminder is registered to care for a maximum of four children at any one time. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

There are currently four children on roll in the early years age range.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time with the childminder who provides many opportunities for them to learn and develop in the Early Years Foundation Stage. Overall, children's safety and welfare is promoted. The childminder discusses children's individual needs carefully with parents so that she can settle them and avoids disrupting familiar routines and comforts. The childminder is beginning to reflect on her work with the children. She is very conscientious and she works hard to maintain continuous improvements in her work with children.

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 assessments clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) 30/04/2010
- obtain written permission to the seeking of any necessary emergency medical advice or treatment (Safeguarding and Welfare) 30/04/2010
- carry out a risk assessment for each type of outing and review it before embarking on each specific outing (Safeguarding and Welfare) 30/04/2010

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

- further develop observation, assessment and planning to meet children's individual needs and to help them to make good progress towards the early learning goals.

The effectiveness of leadership and management of the early years provision

The childminder safeguards children through her secure understanding of child protection issues. She is confident in recognising possible signs of abuse and the written procedure informs parents of her duties to safeguard children. Adults living on the premises have appropriate checks in place, which ensures children are protected. In addition, visitors to the home are required to sign a visitors book. The childminder implements a range of policies and procedures which support all aspects of children's well-being and safety.

Children's safety is assured as the childminder conducts appropriate risk assessments to ensure her home is safe and that hazards are effectively minimised. The childminder is proactive in ensuring children are learning how to keep themselves safe, for example, they are learning how to safely cross the local roads and learn how to safely evacuate the home. However, the childminder has failed to make appropriate records of these risk assessments.

The childminder organises the environment to allow children to explore freely. Toys and resources are stored in boxes and open shelving assists children to make informed choices as they play. Children have access to a range of resources that reflect positive images of the local and wider world. They are beginning to learn about different cultures and lifestyles as they read books and celebrate festivals such as Chinese New Year and Easter. Children's understanding and knowledge of the natural world is enhanced as they develop a wormery and watch as the worms hatch and grow.

The childminder has a positive attitude to developing and forming links with other providers to ensure continuity of care and learning for the children. For example, for children with special educational needs and/or disabilities, she would adapt the environment and activities to meet their specific needs. Where necessary, she would seek support from other professional agencies to ensure their individual needs are met effectively.

The childminder establishes good links with parents and the information that they share helps to ensure children are settled and secure. Parents are aware of the childminder's practices because they receive clear information through her comprehensive policies and procedures about the service she provides. Ongoing information is shared verbally, and supported by written daily diaries for parents about their child's development and activities they enjoy while in the childminder's care. The childminder gathers appropriate permissions, however, she has failed to obtain parents' written permission for emergency medical treatment.

The childminder is committed to improving the service she offers the children by enhancing her existing good practice. She achieves this by attending childminding forums and using examples of good practice she observes. She has begun the process of identifying her strengths and weakness. One area she has highlighted and acted upon is to use different resources and furniture to enhance children's feeling of security.

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

Children are very relaxed, confident and happy in the care of the childminder. She truly values what they say and do and as a result, children are confident and feel at home in the homely learning environment. The childminder knows each child extremely well and they are valued as unique individuals as the childminder takes into account the children's interests, ages and abilities when planning for them.

The systems for observing and recording children's achievements are in their infancy, however, children make good progress due to the childminder's high level of interaction and extension of their play and learning experiences. The childminder is keen to implement these systems to ensure all children's learning priorities are fully identified for all areas of learning.

Children's good health and physical development are encouraged through regular outings to local parks, where the children have opportunities to run, climb and use the large play equipment. Children's good health is further enhanced as they are learning about making healthy choices and enjoy a varied and nutritious diet that includes fresh fruit and vegetables. The childminder encourages children to wash their hands at appropriate times in the day; posters in the home remind the children of the importance of this. She provides parents with written information relating to sick children and parents are required to keep children at home if unwell with infectious illnesses.

Children are beginning to build skills which will support their future learning and equip them for the future. They are able to confidently communicate their needs and interests to the childminder through language and facial expressions. Opportunities to play imaginatively help them to replay situations and promote self-expression. They have particular fun as they bath their dolls in their den; the children discuss how they shiver if they are cold when they come out of the water. They have access to story books and enjoy a cosy time sitting on the childminder's knee looking at books. The children recall past events such as the time they bought flowers in the local supermarket. There are opportunities to make marks with a variety of writing and drawing materials; all children are enabled to share a large drawing experience on the floor on a drawing mat. The childminder explains that they sometimes cook and enjoy mixing ingredients together, learning about how materials react to each other when mixed. Children have opportunities to experience activities through technology as they use the computer and programmable toys.

Children feel confident of their place within the setting and this helps them to seek support where needed or manage independently according to the situation they find themselves in. They have opportunities to build friendships with children of their own age and older. Children are encouraged to take part in shared games and experiences, take turns and to treat each other with kindness and respect. Children are well-behaved and are polite towards the childminder; they respond

positively to her boundary setting, which is dictated by the age and understanding of each of the children.

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	2
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
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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

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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 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:

- take action as specified in the early years section of the report (Suitability and Safety of Premises and Equipment) 30/04/2010
- take action as specified in the early years section of the report (Arrangements for Safeguarding Children). 30/04/2010