

Inspection report for early years provision

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Inspection date	28/06/2010
Inspector	Vivienne Rose
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 partner and two daughters aged seven and four years. They live in a house in Forest Gate in the London borough of Waltham Forest. The whole of the downstairs area of the house is used for childminding, this includes the kitchen and through lounge area, there is access to an upstairs bathroom. There is a secure garden available for outdoor play. The childminder is registered to care for a maximum of four children at any one time, of these, not more than two may be in the early years age group. The provision is registered on the Early Years Register and the compulsory part of the Childcare Register. The childminder is currently caring for three children in the early years age group.

The childminder attends several local toddler groups.
The childminder has four cats.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are settled because the childminder creates a secure environment where children are valued and supported. Children are generally well safeguarded and most policies are in place. However, the policy for safeguarding and protecting the welfare of children in particular does not include clear information regarding the procedures to follow should concerns be raised. The childminder makes time to talk and play with children and there are warm relationships between the childminder and the children. The childminder is beginning to evaluate her service to ensure continuous improvement, including ways to develop her use of the garden and to increase her resources. In addition she wishes to improve her knowledge and understanding of observations and record keeping.

What steps need to be taken to improve provision further?

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

- further develop resources, in particular those which support children's understanding of cultural diversity, race, gender and disability
- ensure that the safeguarding policy and procedures are updated in line with the Local Safeguarding Children's Board procedures
- further develop the observation, planning and evaluation of children's learning to provide clear learning intentions linked with the six areas of learning; pay particular attention to providing further opportunities for children to easily access books
- further develop the method for risk assessment to identify all aspects of the environment that need to be checked and when and by whom it has been checked.

The effectiveness of leadership and management of the early years provision

Children are protected in the home because the childminder has procedures in place to ensure that children are never left alone with anyone who has not been vetted. The childminder understands how to safeguard children and has some clear policies and procedures in place including a visitors' book. While there is a written safeguarding policy this does not clearly state what the childminder would do if she had concerns about a child in her care or the details of Local Safeguarding Children Board requirements. The childminder has identified areas of her service she would like to improve upon, such as the use of her garden, resources to promote equality of opportunity and her observation and record keeping for children. She has a sound commitment to improving her own knowledge and professional development and this is shown by the courses she has attended. These include first aid, inclusion and her enrolment on a safeguarding course.

The childminder helps children to learn about safety when she reminds them to sit properly on chairs and to climb safely and when she asks them why they should not enter the kitchen whilst she is cooking. The daily checks carried out in the home ensure that the environment is secure. However, these risk assessments are not always rigorous in content to make sure that all areas are covered or when checks are carried out. Risk assessments for outings are carried out and fire drills are carried out monthly, the childminder explains to children whilst out about safely crossing the road. This ensures their wellbeing and understanding.

The home is suitably organised to allow children to access some toys and resources although some resources such as books are not easily visible to children to encourage the children's interest and enjoyment of the written word. Children can ask for what they want and are confident in making these choices. The childminder encourages children to use free-flow play into the garden to promote their good health and physical development.

The childminder has policies and procedures which she works through with parents so that they are clear about how their child will be cared for in her setting. Information gathered on children in discussion with parents helps the childminder to meet their needs. She talks regularly to parents about children's progress and there is two-way flow of information to encourage their involvement in the child's day. In addition she has carried out a survey to provide parents with the opportunity to make comments about how her service for their children can be improved.

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

The childminder has a sound knowledge of the Early Years Foundation Stage and has started to plan some activities and linking these to the six areas of learning. Some next steps have been devised however, these do not always have clear

learning intentions to fully support children's learning. This means that children's learning is not always progressed as effectively as possible. The childminder collects the children's work and takes photographs of them at play to support her observations of their learning.

The childminder works with parents to establish children's starting points which gives her a picture of children's likes and dislikes. A child-friendly environment is in place and children enjoy playing with the home corner resources, making cups of tea and preparing breakfast. The garden area is used well with children using the climbing frame to increase their skills and self-esteem learning to take risks in a secure environment. They have regular trips to the local parks to feed the ducks. Activities such as going for walks to the shops and local groups helps to promote their social skills and interaction with others. Learning about the environment is supported when they learn about the spiders in the garden and that they live in webs which they weave. The childminder asks children a suitable range of questions to help children to develop their ideas and understanding well. For example, 'where do you think the round shape goes? The childminder offers children the opportunity to mark make and crayons and pencils are available to them to express their ideas.

Children play with dough and sometimes use paint to develop their creativity. Children use puzzles and construction and demonstrate their ability to fit the right shapes in the right place learning about space and developing their concentration. They sing counting rhymes and songs and learn about size and shape when they compare their hand to the puzzle hand and talk about it being smaller or bigger.

Children are settled and happy and enjoy talking to each other and the adults. They are encouraged by the childminder to share and work together. As they take turns and help to clear away toys the childminder praises them so that they know that their helpfulness is being acknowledged. When challenging behaviour occurs this is dealt with calmly and effectively to help children understand how to resolve issues appropriately.

Children's health is well promoted as they enjoy snacks of fruit and always have easy access to water. The childminder carries out themes on what food is good for you to eat to encourage children's awareness. Children enjoy outings in the local community and they celebrate some cultural events such as Fathers Day. Children are treated as individuals and their needs and backgrounds are considered. However, activities and resources to promote children's understanding of the wider world are limited to promote children's awareness of the diversity of the community in which they live. This has been recognised as an area for continuous improvement by the provider as part of her self-evaluation. The provider is beginning to develop some links with providers where children attend joint settings.

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	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