

## Inspection report for early years provision

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<b>Unique reference number</b>	137663
<b>Inspection date</b>	27/04/2010
<b>Inspector</b>	Jennifer Devine

<b>Type of setting</b>	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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 registered in 2000. She lives with her daughter aged ten years, in Wembley in the London borough of Brent. The childminder uses all rooms in her third floor flat for childminding purposes, except for her bedroom. The childminder does not have access to a garden for outdoor play but she takes children out daily to local parks.

The childminder is registered to care for a maximum of four children under eight years, of whom three may be in the early years age range. She is currently minding two children in the early years age group.

The childminder is registered on the Early Years Register; and the compulsory and voluntary parts of the Childcare Register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are settled and happy in the childminder's care. She shows warmth and kindness to them and provides a secure, stimulating environment to help them grow and develop.

The childminder has a sound knowledge of the Early Years Foundation Stage and plans a satisfactory range of activities to meet each child's individual needs and interests.

The childminder has satisfactory relationships with parents and keeps them informed about their child's day. The childminder has evaluated her practices and demonstrates she has the capacity to maintain continuous improvements for the benefit of children.

## What steps need to be taken to improve provision further?

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

- ensure the certificate of registration is displayed and available for parents to see on request (Documentation) 19/05/2010
- ensure parents' permission for emergency medical treatment is obtained (Safeguarding and promoting children's welfare) 19/05/2010
- improve the fire evacuation procedure to include a clearly defined plan for evacuating from the third floor of the flat (Safeguarding and promoting children's welfare) 19/05/2010

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

- seek clarification that motor insurance cover is adequate for transporting children
- further develop planning for younger children to ensure it is appropriate to each child's stage of development as they progress through the early learning goals
- enhance the risk assessments for outings to include identifying the hazards of children getting lost and how these risks will be minimised

## **The effectiveness of leadership and management of the early years provision**

Children's welfare is adequately safeguarded as the childminder understands her role and responsibilities with regard to child protection. She knows the indicators of abuse and has a satisfactory understanding of the reporting procedures to follow if she was concerned about a child.

Children play safely within the home and the childminder spends time with them, closely supervising and supporting their play. The childminder conducts a visual safety check on her home everyday and has a risk assessment recorded to ensure any hazards are identified and eliminated. The childminder has not reviewed the risk assessments for outings regarding children wandering off following an incident. The childminder has an emergency evacuation procedure in place but this does not include how she plans to safely escort children out from the third floor of her flat.

The childminder has completed a self evaluation form highlighting her strengths and weaknesses. She keeps up to date with necessary changes and recognises the importance of continually developing her knowledge and skills by attending various training courses and working closely with her Early Years Development Worker. The childminder holds the CACHE level three home based childcare certificate and other childcare courses as well as working towards an Open University Foundation Degree. The childminder's First Aid certificate is due to expire but she has booked onto a refresher course in the next month.

The childminder maintains a clear attendance register and accident and medication records are completed, as required. However, the childminder has not obtained parents' permission for emergency medical treatment for their children. Consequently, children's welfare is compromised. The childminder's registration certificate is kept in a folder and not displayed for parents to view, as required. The childminder uses her motor vehicle to transport children and although her insurance policy states she is a registered childminder, it is unclear whether she is covered to use her car for childminding purposes.

Overall, the childminder provides an inclusive provision to children and parents. Children are supported as the childminder is aware of children's individual needs and routines through discussion with the parents before their child starts. The

childminder plans trips to community activities such as the local children's centre and this helps children develop an understanding of the world around them. They also visit the library where they can access books which promote positive images of diversity.

Partnerships with parents or carers is adequately promoted. The childminder keeps parents informed about their child's day through verbal feedback and also sends texts and photographs during the day to show their child's achievements.

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

The affectionate care given by the childminder enables children to develop a sense of belonging and trust. Children are happy and feel secure as they respond positively to the individual attention they receive from the childminder. Children show caring attitudes towards each other, for example, the older children help with the babies and find toys to give to them. Children are able to socialise with their peers on outings to local toddler groups or the children's centre.

The childminder has developed a sound understanding of the learning and development requirements and has effective planning methods in place, particularly for pre school children's individual learning needs. The childminder takes time to plan topics and gather useful information before introducing it to the children. Children recently showed an interest in transport and the childminder planned activities to support this interest, introducing different modes of transport and giving children first hand experiences of buying tickets to travel on the train or bus, and incorporating learning about the tube stations around London. However, planning for babies is currently being developed to show all six areas of learning in babies play. The childminder has started to keep written records of observations and assessment on the children's development, which includes some next steps for learning.

Pre school children really enjoy imaginative play and will spend long periods of time absorbed in their play. They thoroughly enjoy play dough where they learn about cutting shapes and use a rolling pin pretending to make chapatti's. Children have opportunities for creative play and are eager to paint. They explore and experiment with the different coloured paints and are intrigued watching what happens when they add too much water. Children have times during the day for quieter, relaxing activities and sit down to listen to their favourite story tapes. Children have good opportunities to develop their physical skills as they go out everyday for walks to the park and go to school to take and collect the childminder's daughter. Children are beginning to develop their skills for the future as they enjoy pretend play with a toy laptop computer and toy telephones.

Young babies are content and settled. The childminder ensures she keeps to similar routines as the parents for the baby's sleep and eating times. The childminder has a selection of age appropriate baby toys and provides plenty of opportunities for babies to learn to reach out and crawl to their favourite toys. This encourages their emerging physical skills of moving around confidently enabling

them to explore more of the environment. The childminder provides lots of reassurance to the younger age range, offering time for cuddles and appropriate toys. However, at inspection, babies were not observed to play independently with the range of equipment available to encourage their development.

The childminder takes reasonable steps to ensure children in her care remain healthy and free from cross infection. Children understand the importance of washing their hands before eating and after using the toilet and talk about washing the germs away. The childminder promotes a healthy eating lifestyle. She provides some children with meals which are nutritionally balanced and meet their individual dietary needs. Parents also provide food for their children which the childminder ensures is stored and reheated appropriately to ensure it remains fresh and consumable.

Children learn about keeping safe as they practice the fire drill every time they go out and walk down the stairs of the childminder's flat. They learn about safety when out in the car and are reminded about the importance of being safely strapped into the car seat and why they must not undo the harness whilst the car is moving. However, risk assessments for outings do not include risks of children wandering away when on outings. As a result children's safety is compromised

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	2
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

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