

Inspection report for early years provision

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Inspection date	10/06/2010
Inspector	Jennifer Liverpool
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 2006. She lives with her three adult children in the Walthamstow area of the London borough of Waltham Forest. The second living room and the dining room located on the ground floor of the childminder's house are used for childminding and there is a fully enclosed garden for outside play. The childminder takes and collects children from local schools. She attends the local parent and toddler group and takes children to the library and to the local park.

The childminder is registered to care for a maximum of two children under eight years at any one time, of these, two may be in the early years age range. She is currently minding two children in the early years age group. Two children from the later years age group attend after school. The childminder is registered on the Early Years Register and also both 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.

The childminder has satisfactory knowledge and understanding of the Early Years Foundation Stage and in the main this is reflected in her practices. The childminder has learnt new skills and developed policies and procedures for childcare; this means that the children are appropriately safeguarded and the childminder demonstrates the capacity to improve outcomes for all children. The childminder keeps relevant records relating to childcare activities, although some are not fully meeting with the welfare requirements. The children are making sound progress in their learning and development because the childminder is supportive and she creates an inclusive environment for them through developing positive relationships with parents, and catering for their different needs.

What steps need to be taken to improve provision further?

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

- maintain a daily record of the children's hours of attendance (Documentation) 11/06/2010
- ensure that the record of the risk assessment clearly states when it was carried out, by whom, date of review and any action taken. (Document) 24/06/2010

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

- develop partnerships with other providers of settings that the children also

- attend to promote children's continuity of care, learning and development
- develop the systems for observation and assessments to ensure that children's achievements are regularly monitored in all areas of learning in order that children are consistently and suitably supported in their learning and development.

The effectiveness of leadership and management of the early years provision

The childminder has a sound understanding of child protection and safeguarding issues, including how to respond if allegations are made against her or members of the household. Since the last inspection, written policies and procedures have been developed and these guide the childminder in her daily practices. For example, systems are in place to monitor visitors on the premises to ensure that children are cared for in a secure environment. Accident and medication records are now available in the event that medication is administered to children or they sustain injuries in the childminder's care. Overall, the childminder has sufficiently tackled a number of actions raised at the last inspection and this has improved the outcomes for children. For example, the childminder has achieved a qualification in first aid, which means that children can receive appropriate first aid treatment. She has obtained parents written consent prior to seeking urgent medical treatment and advice, and taking children on outings. The childminder now has a complaints policy in place that gives details about how to respond to complaints and she makes this available to parents so that they are informed of the procedures to follow if they have any concerns.

At times, the childminder allows a member of the family to be left in sole charge of the children when children are taken to and collected from nursery, which her condition of registration does not permit. This is an offence unless the provider gives a reasonable excuse. On this occasion the provider did so and Ofsted does not intend to take further action.

Children benefit from playing in a safe and secure environment, which the childminder has risk assessed and minimised potential hazards in response to the action raised at the last inspection. The childminder is able to quickly access relevant documentation and make available for inspection because the paperwork is maintained in an organised manner. However, the attendance record is not accurately maintained as the dates that children attend are not always recorded. Also the record for risk assessments does not contain required details such as, when the assessment was carried out, by whom and the date of the review. These are breaches of the welfare requirements.

Relationships with parents are positive. The childminder gathers relevant information about children before they are placed in her care, which includes children's personal details, routine care and aspects of children's physical and social development. This ensures consistency of care. Parents are encouraged to complete a questionnaire, which the childminder uses to assess the provision for children. Parents' written comments state that they are happy with the care provided for their child. The childminder adequately promotes equality and

diversity by making sure every child receives individual care, attention and a positive experience. The childminder is aware of the importance of developing partnerships with the children's teachers and carers at other settings; however she has not yet considered how to ask for and use information to fully promote children's well-being, learning and development. The childminder demonstrates a commitment to developing her knowledge and understanding of the Early Years Foundation Stage framework and makes sufficient use of the practice guidance book and poster to support her meeting the required standards and promote children's care, learning and development. She explains that the support received from the local authority has kept her up to date with changes. The childminder is beginning to identify some of her strengths, weaknesses and areas of development to improve the quality of care, learning and development for children.

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

Children are happy and settled in the childminder's care. The childminder demonstrates that she has secure knowledge and information about children's background, interests and language and this is used to support the children. For example, the childminder provides toys and activities that appeal to children and support them in learning about their own cultural background. Children have safe and easy access to toys, demonstrating independence and making choices about their play. The childminder positively interacts with children at play, sitting at their level, providing support and encouragement. Children feel a sense of belonging as their art work is displayed on the wall. The environment is organised to promote children's learning and development. For example, posters on display enable children to become aware of scripts; recognise alphabet letters and that print carries meaning. Also, toys and posters depicting positive images of diverse people in society contribute towards children developing an understanding of differences and the wider world. Children play in a clean environment where they learn the importance of good personal hygiene. They receive nutritious foods and fresh fruits each day, enabling them to develop healthy eating habits. Daily trips to nursery schools and regular outdoor play gives children opportunities to develop their physical skills. Children are informed of road safety to enable them to learn how to stay safe.

An initial assessment of their child is completed by parents, which ensures that the childminder has a knowledge of children's abilities when they start. This helps the childminder to build on what children know. She is beginning to monitor and assess children's achievements as she collects samples of children's paintings and drawings. This shows how children are progressing in their creative development. However, children's abilities and skills are not yet monitored in other areas of learning. Since the last inspection, the childminder has devised an activity plan and in doing this she ensures that children are offered suitable range of indoors and outdoors activities each day. Children are regularly taken out on trips to the shops and they are helped to understand the value of money and that it is used to buy food and other products. These activities help children to develop skills for the future. Children's communication and language skills are well supported. Children come from the same background as the childminder and although English is their

first language, the childminder supports them in both English and their home language through talking; naming objects and the use of questioning techniques that encourage children to respond. Children are learning to recognise some letters of the alphabet and they are also developing an awareness of the Arabic alphabet. There are sufficient opportunities for children to express their creativity and ideas through drawing and painting activities. Children use their imagination in play; they enjoy dressing up dolls and combing the doll's hair.

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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary 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:

- maintain a daily record of the names of the children looked after on the premises and their hours of attendance. (Records to be kept) 11/06/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- maintain a daily record of the names of the children looked after on the premises and their hours of attendance. (Records to be kept) 11/06/2010