

Inspection report for early years provision

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Inspection date	22/06/2010
Inspector	Lynn Palumbo
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 husband and children in a flat in the London borough of Newham, within easy walking distance of shops, parks, nurseries and schools. The whole of flat is used for childminding, except the main bedroom.

The childminder is registered to care for a maximum of two children under eight at any one time, both of whom may be in the early years age range. There are currently two children on roll, both of whom are in the early years age group. The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register.

The childminder is a member of the National Childminding Association. She walks to local nurseries to take and collect children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder successfully promotes most aspects of the Early Years Foundation Stage framework requirements within a suitable and inclusive environment and many aspects of diversity are reflected well. She knows the children well; as a result, they are happy, secure and settled. She develops positive relationships with parents, which contribute well to children's welfare and learning needs being met. The childminder has effective systems of self-evaluation and is able to ensure her provision develops continuously.

What steps need to be taken to improve provision further?

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

- improve the record of risk assessment so that it includes information on who conducted it, date of review and any action taken following a review or incident. (Suitable premises, environment and equipment) 12/07/2010

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

- establish systems to involve parents as part of the ongoing observation, assessment and planning cycle to ensure they are fully involved with their child's learning.

The effectiveness of leadership and management of the early years provision

The childminder has a clear knowledge about child protection procedures and knows where to make referrals. Although the childminder has a record of risk assessments in place, they are not sufficiently detailed to ensure children's safety while playing. This does not ensure any potential hazards are promptly identified and minimised within all areas of the home and is a breach of a requirement of the Early Years Foundation Stage. The childminder obtains parental consent for outings and emergency medical advice and treatment for all children in her care. This ensures all children are cared for in an emergency without delay. The childminder maintains safeguarding records, for example, she has a record of children's hours of attendance and records accidents accurately. The childminder shares all her policies and procedures with parents at the outset to ensure they are well informed. She has up-to-date special dietary information. She has an up-to-date first aid certificate. This ensures, if the children have any accidents or any concerns arise about the well-being of children, that correct procedures are followed.

The childminder has designed an effective layout of good quality toys and resources in the home, to ensure children can access these easily. The childminder also makes good use of the recreational services within the community, for example, the local children's centre, library and parks. This ensures children's learning and development is enhanced and feeds into the continuous improvement of her provision.

The childminder demonstrates that she has valuable knowledge about children's welfare and family background. For example, she is fully aware of children's health, dietary and care requirements, such as their sleep routines and routines from home. Children are provided with an effective range of resources that foster an awareness of diversity in society, for example, they learn about different cultures. The childminder's systems of self-evaluation are effective and she has identified areas for development. These include developing a closer relationship with the children's nursery key worker to ascertain thorough details on the children's learning and development.

The childminder has established strong relationships with the parents. They are informed about their children's learning and development through daily discussions, samples of their children's work and written observations. However, the childminder has not yet fully established systems to involve parents in contributing to the observation, assessment and planning cycle, to ensure they are fully involved with their child's learning. Parents have expressed their positive views of the childminder's provision to the inspector, they say, 'the childminder provides healthy nutritious foods and her home is always clean' and 'my child is learning about why it is important to lead a healthy life style'. The childminder is fully aware of other professional organisations involved within the Early Years Foundation Stage. Speech therapists and other specialist workers are welcomed into the home to observe the children, if necessary and their advice is valued.

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

The childminder has developed effective assessment systems and uses photographic evidence alongside the observations she conducts. The observations provide information about what the children have achieved and their next stage of development.

Children are happy to explore the resources in the play areas and they soon choose a toy or an activity. They quickly become engrossed in their play or creative work. For example, they play the keyboard and sing along with the childminder to familiar nursery rhymes. Children's speaking and listening skills are developing well. Children enjoy selecting books at the library and listen to the childminder read. They become engrossed in stories, interacting with the pictures and identifying their favourite characters. Children develop their writing by mark making, the childminder extends their learning by writing their name and encouraging them to pronounce the letters of their name. Children have good opportunities to develop their numeracy and problem solving skills as they align puzzles and learn to explore propositional language. In addition, children count beyond 10 and begin to understand numbers are sequenced. Children have a broad range of experiences to develop creatively. They learn their colours as the childminder consistently reinforces and are free to paint on a variety of materials. Children enjoy singing and dance to 'music and dance' sessions. In addition, they manipulate play dough. Children develop their imagination by playing within the home care environment, learning about different types of foods and making healthy meals. This enhances children's concept of adapting to a healthy lifestyle. Children develop their knowledge and understanding of the world well. They experiment with large quantities of corn flour and water, mixing and making different patterns. Children have a range of programmable toys to activate, which reiterates phonetic and numerals. Children develop an understanding of a diverse society as they read a variety of cultural books, eat Halal and Kosher foods and a variety of fruits from around the world. All children are encouraged to access all toys and resources regardless of their gender. This ensures children are learning about a diverse society.

Children have good opportunities to learn about healthy lifestyles. They challenge their physical skills, as they ride bikes, throw and catch balls with control and at the local children centre. In addition, they climb on recreational equipment at the local park. The childminder prepares nutritious and well-balanced home cooked meals and children take pride in washing their hands before eating. Overall, there are effective measures within the setting to ensure that children play safely. However, at times the childminder does not remind children to play safely, for example, in the living room, children are not reminded to tidy away the many toys which are causing a potential hazard. Children enjoy playing together and have a mutual respect for each other. The childminder manages children's behaviour calmly and well. They respond positively to praise and to good role modelling.

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

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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:

Met