

Inspection report for early years provision

Unique reference number	EY281946
Inspection date	06/10/2010
Inspector	Marilyn Peacock

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 2004. She lives with her husband and three children in a house in a residential area of Romford. All areas of the property, except for the main bedroom, are used for childminding and there is a fully enclosed garden for outside play. Local amenities are within walking distance of the home.

The childminder is registered to care for a maximum of five children at any one time, of these, not more than two may be in the early years age group. However, when she works with another childminder or an assistant, five children may be in the early years age group. The childminder is currently minding two children in the early years age group. She also provides care for two children over five years. Overnight care can be provided for two children under eight years. 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 happy and settled in the care of the childminder they have ample space to rest and play. The childminder takes time to find out what makes each child unique and most of the required consents and permissions are in place, therefore children's welfare is promoted adequately. Suitable support from the childminder and her assistant ensures that children make satisfactory progress on their learning journey. The childminder is still getting familiar with the Early Years Foundation Stage (EYFS) and is still developing her documentation. Systems to evaluate the provision are still very much in their infancy, although the childminder is committed to continuous improvement.

What steps need to be taken to improve provision further?

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

- obtain written parental permission to seek emergency medical advice or treatment (Safeguarding and welfare). 26/10/2010

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

- develop self-evaluation and the use of reflective practice to clearly identify specific areas to improve the quality of the provision for children
- make sure that a risk assessment is in place for every type of outing to take

- account of the nature and venue of the outing
- develop further resources which reflect diversity or give positive images of culture, gender roles or ability.

The effectiveness of leadership and management of the early years provision

The childminder has a sound understanding of safeguarding issues and is clear about procedures in order to protect children from abuse. She has attended relevant training to update her knowledge and informs parents of her duty to safeguard children through a written policy. The childminder has completed a risk assessment of all areas of her home and the garden. A daily visual check is also carried out of the premises, ensuring hazards are identified and the risks to children are minimised. While aware of the risks when taking children on outings, the childminder has not carried out a risk assessment for specific venues, therefore, potential hazards may go unidentified placing children at risk of harm. Checks have been carried out to establish the suitability of any person living or caring for children in the childminder's home. The childminder ensures that her assistant is fully aware of her policies and procedures so that children and their parents receive consistent messages.

Children play in a designated play room, are well supervised and play with age-appropriate resources readily available. The childminder is still adding to her toys and resources, with those which reflect diversity or give positive images of culture gender roles or ability are very few in number. Documentation and required records are kept up to date with the exception of requesting parental consent to seek emergency medical advice or treatment. This is a breach of requirements. Emergency evacuation is practiced regularly and fire fighting equipment is available, including working smoke alarms on each level.

The partnership with parents is still developing. Parents receive a welcome pack outlining the childminder's key policies and procedures. They are encouraged to share their observations of children's learning at home through a daily contact diary. They can view their child's progress records at any time. The childminder obtains as much information as possible about each child's individual needs from parents. She is aware of the benefits of establishing and maintaining positive links with other professionals involved in the care and education of the children.

The childminder is aware of the benefits of self evaluation, although implementation of this is at an early stage. She has started to complete a written self evaluation and has asked parents to complete a questionnaire to help her identify her strengths and any areas for development. In discussion, the childminder identifies training for her assistant and observation and planning training for herself as priorities for improvement.

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

Younger children have only been in the childminder's care for a short time, however, they are beginning to feel settled and at home in the childminder's house. The childminder and her assistant recognise the children's mummings and signs when they are tired and settle children down to sleep in the corner of the play room. The childminder is beginning to understand each child's needs interests and abilities and is starting to use this to support individual children's progress. Children's achievements are recorded both in a daily diary and in individual folders. In addition, examples of children's creative work and photographs contribute towards providing a clear picture of children's progress. Children's next steps on their learning journey are identified and planned for. The childminder and her assistant provide consistent strategies to support children's understanding of behaviour management. Children learn to take turns, share resources and be kind and respectful to each other. Children that are still learning about boundaries receive consistent messages and explanations as to why they should not do something, for example, throw toys, as they could hurt someone. Children whose home language is not English are introduced to the English language through books and the childminder and her assistant introduce new words through play and during regular routines. They also learn some key words in the child's first language to help them settle, however, this has still to be put in place for the newest child to the setting. The older children that attend share times of celebration by painting pictures and writing stories.

Good hygiene procedures are in place to prevent the spread of infection. Children receive healthy home cooked meals. The childminder introduces new tastes in accordance with parents' wishes. Snacks of fresh fruit and fresh drinking water are offered to children regularly. Children benefit from daily opportunities to get fresh air and exercise in the large garden. Their understanding of staying safety is developing well they understand that they should go near the edge of the decking until the fence has been put up. They are reminded not to climb on the small table and know not to leave the room without the childminder. Children use chunky crayons to mark make on paper and those that are just starting to walk pull themselves up on the cushions or hold on tight to walking frames looking around for reassurance as they move around. They enjoy pushing the buttons on the front of the frame and giggle when they music comes on. They listen as the childminding assistant sings number songs and attempt to clap her efforts. They snuggle up listening to stories and fall asleep in the childminding assistant's arms.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

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