

Inspection report for early years provision

Unique reference number	EY341693
Inspection date	12/01/2011
Inspector	Sharon Henry
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 two teenage children in the Highams Park area within the London borough of Waltham Forest, within easy walking distance of shops, parks, nurseries and schools. The whole of the ground floor is used for childminding. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of which may be in the early year's age range. The childminder is also registered on the compulsory part of the Childcare Register. She is currently minding two child in the early year's age group. The childminder has a cats and a dog. She 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 a sound awareness of children's individual needs through the regular exchange of information with parents. This enables her to satisfactorily meet their learning and welfare requirements. However, not all documentation is maintained as required. Procedures for children's safety are the strength of the setting, which ensures children feel secure. She provides an inclusive environment where all children are valued and treated as individuals. She is beginning to evaluate many aspects of the provision and this leads to gradual and continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure that children's arrival and departure times are accurately recorded (also applies to the childcare and voluntary part of the Childcare register) 11/02/2011

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

- develop further the use of self-evaluation to encourage a culture of reflective practice and identify aspects of the childcare provision that require further improvement
- develop a system for planning and assessment and use the information gained from ongoing observations to clearly monitor children's progress and inform future planning to help move them onto the next stage in their

- learning
- improve good hygiene practice with regard to the use of communal towel and the lack of hot water in the downstairs toilet

The effectiveness of leadership and management of the early years provision

Children are welcomed into clean and well-kept premises where they have ample space to play. The premises are secure, with effective procedures in place for the collection of children, ensuring they are well protected. Children experience good levels of supervision and appropriate safety equipment is in place to ensure hazards are reduced. Their knowledge about staying safe when they go for walks is nurtured, even with the youngest children, as the childminder explains how to safely cross the road. The childminder has a satisfactory awareness of the possible signs of child abuse and is clear about her responsibility to report any concerns she has. However, she is unclear of the correct procedures to follow when reporting concerns. Risk Assessments take place on a daily basis within the childminder's home and on any outings undertaken. This effectively reduces the chance of accidental injury.

Clear procedures are in place for parents to follow in the event of a complaint, which enables them to safeguard their child's welfare. Good procedures are in place in the event of an emergency and parental consent is obtained to seek any emergency advice or treatment. Children's welfare is appropriately safeguarded as the childminder and other household members have had suitable checks completed.

The childminder establishes a good partnership with parents and carers. Effective communications, along with other processes, ensure that there is a good two-way exchange of information. Care arrangements are fully discussed and agreed. As a result, children's individual care needs including medical needs are closely identified and well met. The childminder seeks parent's views on her service as she invites them to complete a parent questionnaire to give her a broader view of the service she offers. Policies and procedures reflect the childminder's inclusive approach. Children are treated with respect and as individuals. Children benefit from a wide range of toys and resources, which are clean and in good condition. Children show confidence in their surroundings as they move freely and create their own learning environment.

The childminder meets up with other childminders to discuss and share good practice. She seeks advice and plans for her own development. For example, she has recently attended training in safeguarding children, to increase her knowledge of child protection issues. This was raised as a recommendation at a previous inspection. She organises her time, documentation and premises effectively to meet the needs of the children. However, children's arrival and departure times are not accurately recorded, which is a breach of the specific requirement. She is developing confidence in her use of self-evaluation to drive improvements in her services. The childminder has accurately identified areas for improvement, such as

developing the systems for observations and assessments.

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

The childminder provides a good range of activities and play opportunities for children to meet their general developmental needs. These broadly cover each area of learning. Consequently children are making satisfactory progress in their learning and development, given their starting points. The childminder has a good understanding of child development and of how children learn. She has a sound general awareness of each child's abilities. Observations show the childminder has considered what children can do and she has identified the next steps in their learning, however, these are not fully considered in future planning to ensure children can make further progress. For example, even though next steps have been identified they are not followed through and are not used to inform planning.

Children are extremely happy and settled in the childminder's home. She is very responsive to their needs and ensures they feel comfortable and secure whilst in her care. Children are very well-behaved, have good manners and respond well to the childminder's routines and boundaries. They happily help with clearing away activities and respond very well to the praise and encouragement given by the childminder. She encourages children to share, take turns and respect each other from the positive role model she provides. The childminder provides healthy snacks and ensures children have easy access to drinks throughout the day. All packed lunches are stored appropriately so they stay fresh. Children are encouraged to develop good hygiene practices as they are encouraged to wash their hands after touching the family pets all of which provides them with valuable skills for the future. However, the use of a communal towel and the lack of hot water in the downstairs toilet compromise children's health.

Children make good progress in their social skills because they have regular opportunities to visit local toddler groups. They also regularly participate in outdoor and physical activities, including visits to the park, soft play centre and the forest. Children enjoy being creative as they access a range of creative materials, such as paints and glue. They become engrossed in the play dough where they use tools such as rolling pins and shape cutters to create designs. For example, they made pizza and proudly offered it to the inspector. Children enjoy playing with the construction toys as they play with the garage, they become excited as they wheel the cars down the spiral track and cheer when they get to the bottom. They use their imagination as they dress up wearing hats and pretend high heel shoes. Children's knowledge and understanding of the world is supported as they celebrated festivals such as the Scottish festivals of Burns night and have access to some resources that reflect diversity.

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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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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	2
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:

- Take action as specified in the early years section of the report (records to be kept) 11/02/2011

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:

- Take action as specified in the early years and compulsory part of the Childcare Register sections of the report (records to be kept) 11/02/2011