

Inspection report for early years provision

Unique reference number	EY343434
Inspection date	15/02/2011
Inspector	Shaheen Belai
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 registered in 2006. She lives with her husband and three children aged 10, 7 and under one year in Woodford Green, within the London borough of Redbridge. The children have access to the whole of the ground floor, a bedroom on the first floor and toilet facilities on both levels of the home.

The childminder is registered to care for a maximum of four children under eight years of age; of these two may be in the early years age range. The childminder currently has two children in the early years age range on roll, attending on a part-time basis. The childminder is registered on the Early Years Register, 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 childminder's care, she has developed an effective relationship with them and the parents. Children's individual needs are known by the childminder and they are treated with equal concern. Children access a range of activities that reflects their interest, and promotes their learning and development. Most documentation is in place and the childminder is aware of obtaining the required qualifications that have lapsed to support children's well being. The childminder has an adequate knowledge of the Early Years Foundation Stage, although systems for assessing children's development towards the early learning goals are still being developed. The childminder has addressed safety as part of improvements identified at the last inspection. However, secure systems for self-evaluation have not been developed to help promote continuous improvement.

What steps need to be taken to improve provision further?

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

- complete a paediatric first aid course that is approved 31/03/2011
by the local authority and obtain a valid first aid
certificate (Suitable people) (also applies to the
Childcare Register)
- obtain public liability insurance for the provision 25/02/2011
(Suitable premises, environment and equipment) (also
applies to the Childcare Register)

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

- carry out regular evacuation drills and maintain a record of these

- review and extend on current systems for monitoring and assessing children's development, by carrying out regular observations and identifying clearly the next steps in relation to the early learning goals
- extend further a culture of reflective practice and self-evaluation.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because the childminder understands child protection procedures and whom to report concerns to. Daily visual checks of the home and recently implemented written risk assessments contribute to children's safety and allow for identifying potential hazards. In addition she has carried out written risk assessments for transporting children in her car and for outings.

The childminder has developed a close, warm, caring and trusting relationship with the children and she knows their needs well. She ensures a routine is in place to accommodate time for play, sleep and eating; planned according to children's individual needs and hours of attendance. Children access a satisfactory range of resources, which are stored and set up to support easy access and independence. All children are valued and included; they receive appropriate attention from the childminder and have equal access to all resources.

The childminder has developed a secure partnership with parents. Feedback from parents reflects their satisfaction about the care and learning experiences their children receive. They speak positively of the communication systems in place between the childminder and them, to keep them informed of their child's day. Daily discussions at handovers and the use of a daily diary, advises parents of their child's progress. The childminder is aware of how to deal with complaints and informs parents of the procedure to follow should they have any concerns of the service she provides. The childminder is aware of the benefits of developing links with other settings that deliver the Early Years Foundation Stage, which she has explored to extend and support children's learning.

The childminder has the capacity to improve her service. Since the last inspection, the childminder has met areas for improvement. She acknowledges that she has not explored self-evaluation fully to identify and address weaknesses fully. She has allowed her first aid training to lapse, although she has obtained confirmation for a course date in the near future. There is no evidence of public liability insurance documentation. These two lapses are a breach of requirement for registration. The childminder is aware of how to access further training and gain the support of her local authority advisor, which she has done recently. Although she has considered some aspects of self-evaluation, this has not been securely developed to be reflective and consistent of all areas of the Early Years Foundation Stage framework.

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

Children are happy, confident and feel safe as they play. They settle quickly into play that reflects their own interests, and offer them different experiences and challenges. They are securely settled and happily relate to the childminder and her family. They share experiences from home and the other groups they attend. They have developed strong relationships with peers and seek their company for play. They play in harmony, as they receive positive praise and recognition from the childminder. Consistent and clear reminders keep unacceptable behaviour to a minimum. They take part in an adequate range of activities and are encouraged in making their own choices, setting up play and helping to clear away. They enjoy small world play using a range of props and making music. They develop skills for the future as they have access to a range of challenging resources for problem solving and information technology. Children's language development is supported, as the childminder provides good opportunities to promote their language skills. They have long discussions at meal times and as they play. Children are able to follow simple instructions and are independent to address their personal needs. They show pleasure as they talk about past events and activities with the childminder; they go into great detail as they plan forthcoming activities, such as making jelly or going on an outing. Children have opportunities to explore some creative activities, allowing them to use a range of tools and different textures.

The childminder has an adequate knowledge of the Early Years Foundation Stage framework. She records children's general progress and involvement in activities in their daily diaries, which is shared with parents. However, the systems for assessing progress and identify the next steps are not robust and consistent to enable children's progress to be monitored in reflection of the early learning goals.

Children's good health is promoted throughout the daily routine. They are aware of the need to wash hands before meals and after using the toilet. The childminder organises hand washing items within children's reach enabling their independence. First aid equipment is within reach for the home and for outings, and the childminder maintains records of any accidents. Procedures for the care of sick children and the administration of medication are in place and shared with parents. Children have their own bedding, which is laundered regularly. Children thoroughly enjoy the healthy meals and snacks, which are eaten in a calm and sociable atmosphere. They express their need second helpings or how 'yummy' the meal is. Children also explore healthy eating through cooking activities and plans for growing produce. Children are taken regularly on walks, allowing for them to have fresh air and exercise. Children learn how to be safe outdoors, such as learning about road safety from reminders provided by the childminder. The childminder has devised an evacuation plan yet she has not carried out evacuation drills with the children. Therefore no records have been maintained to identify any problems they might encounter and how they are resolved.

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

The quality of the provision in the Early Years Foundation Stage	3
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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:

Met

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 (Welfare of the children being cared for) 31/03/2011