

Inspection report for early years provision

Unique reference number	EY333539
Inspection date	23/03/2011
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.

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 husband and children in a house in Wanstead in the London borough of Redbridge, within easy walking distance of shops, parks, nurseries and schools. The playroom, kitchen, bathroom on the ground floor and bedroom on the first floor are used for childminding. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of four children under eight at any one time. When working with an assistant the childminder is registered to care for a maximum of eight children under eight years. There are currently six children in the early years age group on roll, who attend at different times of the week. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

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

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 children are safe and secure, as a result they are happy, and settled. The childminder develops positive relationships with parents, which contribute well to children's welfare and learning needs being met, which is to a high standard. Although, an action has been raised relating to safeguarding, 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 meet the specific requirements of the EYFS, the registered person must:

- ensure the record of the children's hours of attendance is maintained at all times for all children looked after on the premises (Documentation) (also applies to the compulsory and voluntary parts of the Childcare Register)

06/04/2011

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
- update the record of risk assessment to include any assessments of risks for outings and trips.

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. 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. Effective records of risk assessments are in place, to ensure children's safety while playing. This ensures any potential hazards are promptly identified and minimised within all areas of the home and garden. However, risks for outings have not been included. The childminder maintains most safeguarding records, for example, she has obtained parental consent for all medication, 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.

Although, a record of children's attendance is in place the hours of attendance are not consistently accurately in place. This has an impact on safeguarding and is a breach of regulation. The childminder shares all her policies and procedures with parents at the outset to ensure they are well informed.

The childminder has designed an effective layout of good quality toys and resources in a child friendly playroom and the garden, to ensure children can access these easily and develop through their play. The childminder also makes good use of the recreational services within the community, for example, the local library, museum and park. This ensures children's learning and development is continually enhanced.

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 immunisations, allergies and stage in potty training. 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 is fully aware of children with special educational needs and supports family well. Specialist staff working with the extended services are welcome to visit the home and give advice and guidance about the best ways to offer further support.

The childminder's systems of self-evaluation are effective and she has identified areas for development within her home, for example, she has recently renovated the play and garden area. Parents are involved in the evaluation and they offer different ways to support the childminder with special food requirements and routines. In addition, she has consistently up dated her professional development and gained a wide range of training of which includes safeguarding and food

safety. In addition, the childminder is currently studying a course in disability and keeps herself up to dated with legislation. The recommendation raised from the previous inspection has been met.

The childminder has established strong relationships with the parents. They are informed about their children's learning and development through daily discussions, records and samples of their children's work. However, the childminder has not yet fully established systems to involve all parents in contributing to the observation, assessment and planning cycle, to ensure they are fully involved with their child's learning. The childminder cares for children who attend other early years settings. She has established a two-way flow of information about children's learning and development and welfare and this is successfully implemented in to the setting.

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

The childminder and assistant work professionally together to ensure the outcomes of children are to a high standard. They have created a calm, welcoming environment and have effectively organised the playroom with a wide range of good quality toys and activities according to children's ages and stages of development. The childminder ensures that resources are accessible and this supports children to make their own choices and promote their independence and self-esteem. During activities, the childminder and assistant stimulates the children's thinking effectively by asking a good range of questions to support their learning. For example, as children count, add and subtract through the use of hand puppets and rhyme; the childminder talks about and asks questions about the quantities, characteristic of the rhymes. In addition, the children learn to hold a rhythm with musical instruments. This successfully supports children's numeracy, problem solving and reasoning skills. The childminder has effective procedures for the use of starting points which are collated from parents and used to plan for the children; and the use of a system for assessment, which includes next steps, does allow children to progress well. As a result children's individual needs are met because the childminder has a good understanding of them. The childminder and assistant have a loving and caring relationship with the children, who form strong attachments to her and the childminder's family. The childminder and assistant applies clear and consistent boundaries, so that all children develop knowledge of what is expected and display positive behaviour. Children enjoy their time at setting and they take pleasure in playing outside in the fresh air, for example, when riding wheeled resources, bouncing on trampolines and climbing activity frames. This is further extended when children play on the recreational equipment at the local park, and climb on boulders. This ensures children are extending their physical ability. Children enjoy and develop a range of skills as they explore colour, mixing paints, creating prints. They also develop their fine motor skills as they make a wide range of designs with different materials, and glue. The childminder and assistant supports children to use a wide range of equipment and tools safely, for example, when using cutlery, holding beakers and during malleable play.

Children are developing their imagination as they role play, rescuing the princess and travelling to their home by horse. This is further extended as they explore a book and talk about the sequence of events.

Children understand how to keep themselves safe from harm by participating in a regular fire evacuation practise and learning about road safety and stranger danger when out in the community. They have also visited the local police station. Children are learning to adapt to a healthy lifestyle excellently. For example, they enjoy healthy home cooked snacks and meals according to their individual needs. In addition, the children tell the inspector about the vegetables and fruits they eat and they understand they are healthy and what foods are unhealthy.

Children are becoming independent in their self care skills as they put on their coats and shoes for outdoor play, wash their hands before a meal and returning from outdoor play. Children are developing independence and contribute effectively towards the welfare of others, for example, when tidying toys away and respecting the needs of each other as they play along side each other. Children's understanding of diversity and difference is enhanced as they dress up in costumes, explore maps, celebrate festivals and special events throughout the year. All children are encouraged to access all toys and resources regardless of their gender. This ensures that children learn to value aspects of their own lives and the diverse society in which they live.

Children are developing skills that will contribute to their future economic well-being as they use information and communication technology, and are inquisitive learners able to solve problems. This ensure they are equipped with skills for their future learning.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	1
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:

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) 24/03/2011

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 section of the report (Records to be kept) 24/03/2011