

Inspection report for early years provision

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Inspector	ISP Inspection
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 1984. He lives with his wife, who is also a registered childminder, in the Chingford area of the London borough of Waltham Forest. The property is within easy walking distance of shops, parks 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, and of these no more than three may be in the Early Years age range and of these, no more than one may be under one year of age at any one time. When working with another registered childminder at the above premises, the childminder may care for a total of no more than ten children under eight years, of these no more than six may be in the Early Years age range and of these no more than two may be under one year of age at any one time. The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There is no provision for overnight care. He is currently minding two children in the Early Years age group. The setting supports children with learning difficulties and/or disability.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and enjoy their time at the setting. The childminder is attentive and responds well to their individual needs. The childminder has some understanding of the individual children's abilities but is not yet carrying out effective observational assessment to help him plan and build on this. There are some weaknesses in documentation, leading to some welfare requirements not being fully met. He demonstrates a commitment to continuous improvement. However, systems to monitor the quality of children's learning and overall welfare are at very early stages of development, and plans for future improvement are continuing to be identified.

What steps need to be taken to improve provision further?

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

- ensure written parental permission is requested, at the time of the child's admission to the provision, to the seeking of any necessary future emergency medical advice or treatment 29/04/2011
- conduct a risk assessment and review it regularly. Ensure the risk assessment identifies aspects of the environment that need to be checked on a regular 29/04/2011

basis (Also applies to the compulsory Childcare Register)

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

- undertake sensitive observational assessments to plan to meet young children's individual needs and to provide experiences appropriate to each child's stage of development to help them progress towards the early learning goals
- develop further use of self-evaluation to encourage a culture of reflective practice and identify aspects of the childcare provision that require further improvement
- provide regular opportunities for children to participate in outdoor play beyond the home

The effectiveness of leadership and management of the early years provision

Children are generally safeguarded through procedures that ensure their welfare. Although the childminder does not have current guidance in place, he is clear about the signs and symptoms of abuse and how to refer any concerns about any child in his care. However, he has yet to devise a written safeguarding policy and associated procedure, which is a requirement under the Childcare Register. He is conscious of promoting safety within the home and carries out regular visual health and safety checks to minimise hazards. Safety measures such as socket plugs and a well positioned fire blanket in the kitchen are in place. However, there is no formal risk assessment in place which is a breach of the specific requirement.

The childminder builds warm and trusting relationships with parents and carers. He gathers relevant information about the children's needs, routines and preferences in order to provide continuity in their care. Regular discussion ensures parents are kept informed of how children spend their time each day. The childminder recognises each child as unique and works closely with parents and others to identify and meet their individual needs. Parent questionnaires provide parents with the opportunity to express their views. Comments such as 'excellent care, first class childminder' demonstrate that they are more than happy with the service provided. Children benefit from the wide range of age appropriate equipment and resources available. Children are happy and settled, and they take part in a reasonable range of activities, which loosely covers all areas of learning. Effective organisation ensures that children can access equipment independently. Good use is made of available space allowing children to play with little disruption. Most of the regulatory records and documentation are in place and maintained efficiently. However, the childminder has yet to devise a written procedure for dealing with concerns and complaints, and he has not yet obtained written permission from parents for emergency medical treatment or advice as required by regulation.

The childminder plans to further develop his knowledge of the Early Years Foundation Stage to ensure children's learning and development is fully supported,

and that children can reach their full potential. He is generally aware of some of his strengths and of areas requiring further development. However, the system of self-evaluation has yet to be developed to ensure that all aspects of children's care and learning are continually monitored. The childminder recognises the importance for continuous development in this area, and is aware that there is a need to ensure that all children's individual care, learning, and development needs are being met and progression is taking place.

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

Children are engaged, happy and settled. They receive enjoyable experiences which help them to make adequate progress through activities that are appropriate to their levels of development. The systems to observe and assess children's progress have not been developed although the childminder recognises the importance of monitoring and extending children's progress. The childminder's understanding and awareness of the areas of learning is not fully developed and therefore there is no system to ensure that children are frequently challenged and that their learning is extended through well planned and purposeful play.

Children demonstrate a clear sense of security in the childminder's care and show this through their warm interactions with him and their ability to confidently seek his support and attention when needed. Children respond well to the childminder's regular praise and encouragement. The use of positive reinforcement such as achievement certificates encourages them to behave well and promotes their confidence and self-esteem. Children's care needs are met well; they eat and sleep according to their individual needs. They are well supported with lots of cuddles and the childminder knows the children well and responds very quickly when they are tired or need changing. The childminder is highly experienced in working with families and children with learning difficulties and/or disabilities.

Children's health is promoted as the home is clean with sufficient space for them to explore the play materials in comfort. Healthy and nutritious meals are served which take account of children's individual dietary needs. The childminder also protects the health of all the children in his care by ensuring those who are ill or infectious are excluded. The children show a growing knowledge of preventing cross infection and this is supported by using tissues and knowing to wash their hands at appropriate times.

Children enjoy their time at the setting and settle well. They enjoy being creative as they use resources such as pencils, chalk and crayons to create designs. They spend a considerable amount of time in the role-play area where they dress-up in long dresses and hats, and pretend to make tea - and then offer the inspector a cup saying that it is hot. Younger children spend time playing with the bricks and the soft toys. They show confidence in their surroundings as they crawl from one area to another. There are opportunities for all the children to learn about the wider world as they celebrate festivals such as Easter, and they have access to some resources that reflect diversity, for example, books and puzzles. Children engage in imaginative play as they play with the cars and the trains and imitate

the different sounds. Their early mathematical skills are developing as they point out the different colours of the trains and when asked to, can point out which one is smaller or bigger.

The childminder is active in promoting children's personal and social skills through everyday practice. He leads by example and therefore encourages good manners such as the use of please and thank you. However, the opportunity for children to develop relationships with the community outside the home and to participate in outdoor activities is somewhat limited.

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
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	4
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:

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:

- devise and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect

29/04/2011