

Inspection report for early years provision

Unique reference number	EY137041
Inspection date	05/07/2011
Inspector	Samantha Smith
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 has been registered since 2003. She lives with her husband and adult daughter in a flat in Bethnal Green in the London Borough of Tower Hamlets. The flat may be accessed via two flights of stairs or a lift. There is no outdoor play area. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to provide care for up to three children aged under eight years. There are currently three children on roll attending part-time, of these two are in the early years age range. The childminder is a member of National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are appropriately supported by the childminder and outcomes for them are satisfactory. The childminder demonstrates awareness of the children's individual needs and backgrounds, but the reflection of their cultures within her provision varies. Sound partnerships have been established with parents and others involved with the children, such as nursery staff, which support continuity in children's care and learning. The childminder has adequate knowledge and understanding of the Early Years Foundation Stage, but is not meeting some welfare requirements. Overall, the childminder's capacity to maintain improvement is sound.

What steps need to be taken to improve provision further?

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

- obtain information about who has legal contact and parental responsibility for all children in your care (Safeguarding and promoting children's welfare) 22/07/2011
- provide information for parents about the procedures to be followed in the event of a parent failing to collect a child at the appointed time or in the event of a child going missing child (Safeguarding and promoting children's welfare). 22/07/2011

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

- consider ways to further develop experiences and resources offered to children, taking into consideration their individual cultures and home backgrounds.

The effectiveness of leadership and management of the early years provision

On the whole, the childminder manages her setting well and most of the required documentation is in place. Arrangements for safeguarding are generally robust and the childminder demonstrates that she has a sound understanding of her responsibility in safeguarding children. She has a good awareness of the signs and symptoms of abuse. She knows who to report to should she have any concerns about the welfare of a child. The childminder maintains an accurate record of children's hours of attendance. The premises are secure, with the front-door lock just out of reach of young children preventing them from leaving the home unsupervised. Appropriate measures have been taken to reduce potential hazards in the home, illustrated through the detailed risk assessments. The childminder has recently reviewed her risk assessments for outings. She has identified appropriate action to take to further improve the safety of the children in her care. She is currently devising procedures to follow should a child be lost or uncollected, but as these procedures are not yet in place she is breaching the welfare requirements.

The indoor space is adequate for children to play in and pursue their interests. Although there are no garden facilities available the childminder makes good use of local outdoor spaces, where children can run around and use the equipment available. Toys and resources are suitably maintained and generally well stored, enabling children to access them.

The childminder demonstrates a sound understanding of her role in supporting children's learning and there are suitable observation and assessment systems in place. She demonstrates a positive attitude towards equality and diversity and welcomes all children and their families into her setting. She has various toys and resources that reflect positive images of diversity to help children gain an understanding of themselves and others.

Partnerships with parents are generally sound. Written agreements and contracts are in place and relevant information has been obtained to support the childminder in meeting their individual needs. However, information has not been obtained regarding who has parental responsibility for or legal contact with children. This breaches the welfare requirements. The childminder has effective partnerships with other professionals, in particular the local authority development support workers. The childminder demonstrates a positive attitude towards developing her provision and has begun to take some tentative steps in identifying priorities for development.

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

Children are happy and well settled in the childminder's care. They have secure and caring relationships with her and her family. They enjoy the time they spend

engaged in activities with each other and the childminder's grandchildren. They are valued as unique individuals as the childminder takes into account their individual interests, ages and abilities when planning for them. Subsequently, children are provided with an interesting and sufficiently challenging environment which supports and extends their learning. Their needs from school are well known and supported by the childminder, who demonstrates that she has effective relationships with the nurseries and schools children attend.

The environment is safe and secure and children are learning how important it is to keep safe. For example, the childminder regularly talks to the children about road safety and stranger danger when they are out and about. Children are provided with healthy and nutritious foods, such as curry, noodles, fresh fruit and vegetables. Mealtimes are a social event when children usually sit together at the table and enjoy talking and sharing their school experiences. The childminder liaises with parents to find out any dietary requirements or other preferences and these are appropriately met and catered for. Children have regular access to the outdoors. They walk to and from school and visit the local park, using the large equipment available. Children know about the importance of personal hygiene through established daily routines; they know they must wash their hands after using the toilet.

Children's communication and literacy skills are sufficiently supported. The childminder provides them with relaxed opportunities to develop their spoken language during sustained conversations. Most children who speak English as an additional language benefit from the childminder also speaking their language. However, not all children's cultures are fully reflected within her provision to ensure they all feel equally valued. Children practise their mark-making skills as they are given various writing tasks by the childminder. There have access to a good selection of fact and fiction books, some in dual languages. The childminder encourages the children to think about numbers, colours and shapes as she involves them in solving problems. Children receive much praise for their efforts and achievements, which encourages their self-esteem and confidence. The childminder has appropriate systems in place to manage children's behaviour, which in turn supports their understanding of right and wrong.

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