

Inspection report for early years provision

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Inspection date	12/10/2011
Inspector	Gulnaz Hassan
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 has been registered since August 2001. She lives with her husband and their three children in the London Borough of Haringey. They live in a first floor two-storey maisonette. The premises are accessed by a flight of stairs. The whole of the first floor with the exception of the front room is used for childminding purposes. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of four children under eight may attend at any one time, of these; one may be in the early years age range. The childminder has one child in the early years age range on roll.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder promotes most aspects of children's welfare, learning and development soundly. However, she is in breach of some legal requirements relating to risk assessment and children's hours of attendance. Observations and assessments of children's progress are developing. The childminder promotes most of children's individual needs in partnership with parents and has some understanding of inclusion and diversity. She demonstrates a sound capacity to maintain ongoing improvement.

What steps need to be taken to improve provision further?

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

- keep a record of risk assessments, clearly stating when they were carried out, by whom, the date of the review and any action taken following a review or incident (Documentation) 03/11/2011
- keep a daily record of the names of the children looked after on the premises and their hours of attendance (Documentation) (also applies to both parts of the Childcare Register) 03/11/2011
- carry out a full risk assessment for each type of outing, which takes account of the nature of the outing, and review this assessment before embarking on each specific outing (Safeguarding and promoting children's welfare) 03/11/2011

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

- establish further opportunities for play and learning that acknowledge each child's particular ethnicity, culture, religion and home language
- strengthen the use of ongoing observational assessment to inform planning for each child's continuing development and continue to include parents in this process .

The effectiveness of leadership and management of the early years provision

Children are adequately safeguarded. The childminder has a sufficient understanding of child protection issues and procedures to help ensure they are safeguarded appropriately. However, the childminder is in breach of a number of specific welfare requirements. She is generally effective in ensuring the safety of her premises, although she has not kept a record of the risk assessments undertaken. The childminder is mostly conscientious about children's safety during outings. However, the risk assessments for outings do not identify all the risks and hazards for each type of outing. The daily attendance records for children do not include the times of attendance for each child. However, the childminder takes positive steps overall to keep children safe and effectively teaches them about personal safety. As a result, the impact on children's welfare is reduced.

The childminder has completed a mostly satisfactory process of self-evaluation. She is able to identify her strengths and weaknesses and has some plans in place for continuous improvement. She has met most of the recommendations set at the last inspection. However one recommendation relating to the register of attendance remains outstanding. The childminder is aware of the areas that require improvement and she has taken some steps, such as, obtaining relevant literature about the Early Years Foundation Stage framework. This helps her to improve her knowledge and the outcomes for children. The environment is bright, welcoming and stimulating. Equipment and toys are organised and accessible to children to encourage them to freely select and explore their surroundings.

The childminder has a mostly sound understanding of supporting children's awareness of inclusion. She has a range of resources that help children to understand about disability and special needs. However, the childminder has not fully established systems to ensure that children's individual backgrounds, languages and other aspects of their cultures are reflected and promoted.

Parents have access to the childminder's policies and procedures and their wishes are respected. The childminder obtains appropriate information from parents to ensure the children are safe and suitably cared for. Parents enjoy finding out about their children's learning and achievements through daily conversations with the childminder and sharing photographs. There are some systems in place to obtain information about children's starting points and their interests and learning. The system to involve parents fully in the planning for children's individual learning and development is not fully established. The childminder has suitable systems in place to ensure that communications with other settings who provide the Early Years Foundation Stage are effective. The partnerships in place help to promote

consistency of care and learning for the children.

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

Children enjoy attending and are provided with satisfactory opportunities to help them make adequate progress across most areas of learning. They enjoy interacting with the childminder and choose their activities from the range of resources available. Children enjoy daily opportunities to be creative. They take part in craft activities and imaginary play, for instance, as they build a road for the toy cars. They talk about making a 'dinosaur with big eyes' using building bricks. They can freely choose from a range of books that help to promote their language and early reading skills.

The childminder uses basic systems for observing and assessing the children's progress. Children do not currently achieve all that they are capable of as the systems in place largely show what they can do, but not the next steps in learning. However, the childminder generally builds on children's interests from when they first join her setting. As a result, most play experiences are meaningful and enable children to develop new skills. Children's skills for the future are adequately promoted. For instance young children enjoy making marks and they access a suitable range of interactive and battery operated toys. Their curiosity is promoted, for example, as the childminder explains why magnetic cars do not always join together.

The childminder provides a generally safe and healthy home environment. Children stay safe in the childminder's care as she assesses potential risks in her home and takes appropriate action to remove any hazards. Children learn about being safe, for instance, they learn about road safety and participate in emergency evacuations. Children have satisfactory opportunities to learn about keeping themselves healthy. For example, they have discussions about the importance of healthy eating and making healthy choices. They enjoy outings, including visits to the park, which help to promote their social and physical skills.

Children receive generally good guidance from the childminder in relation to positive behaviour and social skills. Children demonstrate that they have sound relationships with one another and are settled and comfortable with the childminder and her family. The childminder offers explanations to encourage children to play well together and encourages them to help with tasks, including tidying up between activities. This input helps children to develop positive behaviour and a sense of responsibility.

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

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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:

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) (also applies to the voluntary part of the Childcare Register). 03/11/2011

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 for the compulsory part of the Childcare Register (Records to be kept) 03/11/2011