

## Inspection report for early years provision

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<b>Unique reference number</b>	EY336657
<b>Inspection date</b>	07/10/2008
<b>Inspector</b>	Vivienne Rose
<b>Type of setting</b>	Childminder

## 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.

## Description of the childminding

The childminder lives with her husband and three children aged eight, 10 years and 20 months, in Forest Gate in the London borough of Newham. The whole ground floor of the childminder's house is used for childminding, this includes the front room, back playroom, kitchen/diner and an upstairs bedroom for sleep and rest. There is no access to a garden. The childminder is registered to care for a maximum of three children at any one time and is currently caring for one child under five years. The childminder is registered by Ofsted on the Early Years Register and is newly registered on the Compulsory part of the Childcare Register and the Voluntary register.

The childminder attends local groups, the library and the park with children

## Overall effectiveness of the early years provision

Children play in an inclusive environment where they have easy access to resources and toys to promote their overall development and choice. Through the provision of resources, such as puppets and role play materials and regular outings to local groups, children learn about the world around them. The childminder records children's developmental progress using photographs and observations of significant skills. The environment is welcoming and generally well organised. Children are helped to settle in the home, which gives them a sense of security and well-being. The childminder is keen to develop her practice by attending further training to support her observations and assessment skills, to support children's learning and achievement whilst in her care.

## What steps need to be taken to improve provision further?

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

- ensure that written parental permission is obtained to take children on outings
- ensure that mealtimes are organised to ensure children's good health and well-being

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

- keep a record of risk assessments for the home and each specific outing (Documentation) 14/10/2008
- display the certificate of registration (Documentation) 14/10/2008

## The leadership and management of the early years provision

Children are supported well as the childminder strives to improve her practice and knowledge through training and developing her knowledge of observations and

planning the next steps for children. Children are provided with satisfactory opportunities to access resources to support their learning and development. The childminder observes and records children's progress and supports their development, for example, when she encourages a child to consolidate walking skills and independence. She provides activities that the children enjoy, such as, singing, dancing and playing with puzzles. The childminder has a satisfactory partnership with parents and her settling-in period enables her to have a clear picture of children's needs. Children's progress is shared with parents to enable her to provide consistency of care. Photographs are taken and shown to parents, which clearly show what children can do. This is the first inspection since registration, therefore, there are no previous actions to be met.

Children are safeguarded as all suitable checks have been completed and the childminder has a satisfactory awareness of the need to supervise children in the home. However, the organisation of snack time lacks organisation and as a result children are able to walk around with food, which does not safeguard their good health and welfare. Regular checks are made which ensure the security of the children, however, the childminder does not keep a record of her risk assessments or display her certificate of registration and this is a breach of specific legal requirements.

Most of the required documentation is in place, including medication records and accident and emergency treatment. However, there is no written parental permission for outings to fully safeguard children. The daily record of attendance is recorded, however, this is not always at the beginning of each day. All information is stored confidentially. The childminder has a good understanding of child protection matters and she holds a current first aid certificate. This supports the children's well-being in her care.

## **The quality and standards of the early years provision**

Children have satisfactory opportunities to play in a stimulating learning environment. They learn about sharing and taking turns and making relationships with each other. Children are offered a variety of play opportunities throughout the day and on visits outside of the home, which supports their welfare and development. The childminder demonstrates through discussion and observation that she provides a wide and suitable range of activities for the children. Play resources, such as books, puzzles and role play materials, such as a mirror and sensory toys, help the children to develop their sense of self-esteem and well-being. Children visit the local play groups and library to promote their understanding of the world around them. The childminder uses questioning effectively to encourage them to develop their language. For example, when she asks 'where is the light, show me?' and 'what is that in the puzzle?' Opportunities for the children to count through singing rhymes and songs promote their understanding of simple number sequences. They enjoy listening to music when they rock and use their bodies, and using the magic marker board to see the marks disappear. This helps children to express joy and wonder and to problem solve. Physical development is encouraged and noted by the childminder when significant skills are achieved, for example, a child being able to grasp or start to

pull themselves up to walk. However, at present the childminder does not record children's next steps. Parents are fully involved and share information about the child's progress at home and this contributes to the care provided.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	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:

- ensure that there is a written statement of procedures to be followed in relation to complaints 04/11/2008
- ensure that there is a written statement of procedures to be followed to safeguard children being cared for from abuse or neglect. 04/11/2008

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:

- ensure that there is a written statement of procedures to be followed in relation to complaints 04/11/2008
- ensure that there is a written statement of procedures to be followed to safeguard children being cared for from abuse or neglect. 04/11/2011