

Inspection report for early years provision

Unique reference number	EY301046
Inspection date	06/10/2009
Inspector	Vivienne Rose
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 February 2005. She lives with her two sons aged seven and eight years in a two bedroom ground floor flat situated in a residential area of Canning Town, in the London borough of Newham. The whole of the childminder's home is on the ground floor and is accessible to children, apart from the main bedroom. The premises are within easy access of public transport, shops, schools and parks.

The childminder is registered to care for a maximum of five children at any one time and is currently minding three children under five years on a part time basis. The childminder collects children from the local school and attends several local groups including childminder drop-ins and the library.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's learning is promoted well because the childminder ensures she has an understanding of their individual needs. The childminder has a sound knowledge of the Early Years Foundation Stage (EYFS). Good partnerships are in place with parents and other professionals which helps children to feel included and valued. Most of the required policies and procedures are in place. While the childminder records most children's attendance in the register this is not complete for each child as one is recorded in a diary. The childminder has started to self-evaluate her practice. While this helps the provider to identify the strengths in her provision it is not fully extended to help identify areas which may need improvement.

What steps need to be taken to improve provision further?

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

- ensure that details of all children's attendance is maintained appropriately to safeguard their welfare (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register)

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

- ensure that all incidents to children outside of the childminder's home are recorded effectively
- develop the use of the systems for self-evaluation to ensure they effectively identify areas for improvement
- continue to develop planning systems to ensure that all aspects of learning are covered; pay particular attention to further opportunities for children to develop an understanding of and to link the sounds of letters and words

The effectiveness of leadership and management of the early years provision

Children are satisfactorily protected in the home because the childminder has procedures in place to ensure that children are never left alone with anyone who has not been vetted. The childminder understands how to safeguard children and their safety is a priority as risk assessments and emergency evacuation drills are carried out. She has a policy in place about this which is shared with parents when they visit the home so they are clear about her procedures. The childminder has a sound understanding of what to do if she has concerns about a child in her care and how to recognise signs and symptoms of abuse. However, she does not always record incidents outside of her home; in addition she does not effectively complete the attendance details of all children that attend, which is a legal requirement. The childminder has identified areas of her service she would like to improve, such as further training and development, but she has not used her self-evaluation too effectively to monitor those areas which may need improvement. The childminder has improved her practice and now holds permission for transporting children in her car. The childminder helps children to learn about how to keep children safe by explaining possible hazards and daily checks on equipment ensure that the environment is secure. She explains to children how to keep themselves safe, for example, when crossing the road when they are outside, and she risk assesses any outings that take place. The home is suitably organised to allow children to easily access resources which the provider rotates to ensure variety.

Children can also ask for what they want to play with which gives them independence and choice. Children regularly access the outdoor area and parks and play centres which give them the opportunity to develop their good health and support their physical skills and good health. The provider strives to improve her service and has recently attended various courses to update her knowledge and understanding. Further plans include completing her National Vocational Qualification (NVQ) at level four training course and to develop her resources to promote outcomes for children. She has started to evaluate her service and has provided questionnaires for parents to support their satisfaction with her service. However, she has not used her system for self-evaluation to its best effect to help her to identify areas which may need improvement.

The childminder provides parents with policies and procedures which she discusses with parents when they are settling children in. This ensures that they are clear about how the child will be cared for and she maintains relevant information on children to ensure that their needs can be met including dietary and medical details. She talks to parents regularly about children's progress. Children's record keeping and observations are shared regularly with them and they are able to make contributions to these records to provide continuity of care. The partnership with other providers is well established and good relationships and the information shared provides continuity of care for children to promote children's achievement and well-being.

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

The childminder has a sound understanding of the Early Years Foundation Stage and in the planning of activities and linking these to most areas of the early learning goals for children. She carries out regular observations of children and uses photographs and children's work to identify and to evaluate the next steps for children. As a result she knows the children well and is able to provide activities which support learning, for example to develop children's listening skills and to develop sharing and language and communication skills.

A child friendly environment is in place and children enjoy setting up the role play in the tent, listening to stories and singing songs to promote their creative skills and imagination. They enjoy counting the ladybirds in the book and using mathematical language such as more and less than. They particularly enjoy listening to the story of 'Handa and Akeyo' as they go on their walk and when they find monkeys and lions in the jungle. The childminder encourages children to develop their ideas through their play by asking open-ended questions to encourage their understanding, for example 'How many ladybirds can you see?' and 'Can you see the monkey? What is he doing?' Children practise their mark making skills on the white board using large marker pens and they play with dough helping them to develop their finer skills. However, children have fewer opportunities to begin to understand and practice the sounds of letters and words. They have opportunities to find out about the wider world when they play with the farm, talk about transport and the environment and the dinosaur world. Children are beginning to develop their understanding of the needs of others when they celebrate festivals such as Diwali. There is a satisfactory range of suitable resources available to children to promote their understanding of similarities and differences.

Children take part in regular outings to the farm and the library supports children's knowledge of the world around them and their social skills. They show dexterity when they use their fork to eat their lunch and are encouraged to put on their shoes and do up the straps to promote their self-help skills.

Children are relaxed and happy and secure in the environment, as a result they are beginning to develop their sharing and negotiating skills with the help of the childminder who is helping them to understand the needs of others and taking turns. This is further supported through praise and the use of a star chart to promote children's self-esteem when they have listened effectively or helped to clear away and take care of the toys.

Children help themselves to resources and show they feel safe and secure in the environment. Children know and comply with safety routines such as clearing away toys and shutting gates. They are learning about healthy lifestyles when they take themselves to the toilet and understand that they must wash their hands to 'wash away germs'.

Children's health is well promoted as they enjoy eating together socially at the

table; tuna and pasta is a favourite dish and regular access to fruit such as, grapes and apples as well as a healthy eating policy supports children's awareness and understanding of what is good for them. While the children are offered regular drinks for snack and lunch time, fresh drinking water is not always easily accessible to promote their well-being.

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	2
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	2
The effectiveness of the setting's engagement with parents and carers	2

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	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
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 05/10/2009

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 details of all children's attendance is maintained appropriately to safeguard their welfare (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register) 05/10/2009