

Inspection report for early years provision

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| Inspection date | 09/11/2011 |
| Inspector | Sharon Henry |
| 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 1993. She lives with her husband and adult son in the Leytonstone area of the London Borough of Waltham Forest. Children have access to the whole of the ground floor of the home and a secure garden is available for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder may care for no more than six children under eight years; of these, not more than three may be in the early years age group, and of these, not more than one may be under one year at any one time.

The childminder is currently minding three children in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder has adequately familiarised herself with the Early Years Foundation Stage through undertaking training and utilising support from the early years advisor. However, the childminder is in breach of a number of the welfare requirements, which impact on her ability to consistently support children's health and safety. The childminder works closely with parents to provide appropriate care that ensures no child is disadvantaged, but does not fully involve them in children's learning. Activities sufficiently support children's learning, although there are some weaknesses in the organisation of space and few resources reflect diversity. The childminder demonstrates some capacity for continuous improvement, although there is not enough focus on self-evaluation to ensure she effectively prioritises areas for development.

What steps need to be taken to improve provision further?

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

- request written parental permission at the time of the child's admission to the provision to the seeking of any necessary emergency medical advice or treatment in the future (Documentation) 10/12/2011
- 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) 10/12/2011
- ensure that the risk assessment identifies all aspects 10/12/2011

of the environment that need to be checked on a regular basis. Take reasonable steps to ensure that hazards - both indoors and outdoors - are kept to a minimum. (Suitable premises, environment and equipment)

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

- increase the range of images and resources that reflect diversity and equality, to increase children's understanding of the diversity of our wider world
- develop the current system of planning and assessments to ensure that the learning intentions and next steps for individual children's learning are clearly identified and followed through
- improve the partnership with parents by providing them with the opportunity to contribute towards children's learning and development
- review the organisation of space and resources to give scope for free movement and well-spread activities.

The effectiveness of leadership and management of the early years provision

The childminder ensures that the welfare of the children is generally safeguarded. However, she breaches a number of requirements. She has a sound knowledge child protection issues and the procedures to follow should there be concerns about a child's welfare. For example, she is fully aware of her responsibility to liaise with appropriate agencies, when necessary. As a result, children are sufficiently safeguarded. She has attended further training to keep up to date with legislation. Children are only released into the care of known individuals and they are not left unsupervised with persons who have not been appropriately vetted, all of which promotes their well-being. Risk assessments are in place for both inside and outside the premises; however, the risk assessment for the garden does not fully identify a number of potential hazards. As a result, children's safety is compromised. Some of the required records, such as recording incident and accidents, are in place and well-maintained. However, children's attendance is not accurately recorded. The childminder is able to clearly demonstrate the procedures to follow for maintaining children's health; for example, she clearly explains how she would deal with an emergency. However, although she has verbal consent from parents for the seeking of emergency medical advice or treatment, she has not requested this in writing, as required.

The childminder ensures that her home is an inclusive environment, where all children and their families are made to feel welcome. Her partnerships with parents are warm and friendly, as parents write positively about the quality of care. The informal discussions at the beginning and end of the day and the use of the 'backward and forward folder', where she records what the children have done through the day, ensure that there is a regular exchange of information with parents about their child's well-being. The childminder obtains the necessary

information to ensure each child's welfare needs are met. However, she does not seek information from parents about children's development to successfully establish children's starting points or involve parents more in their children's learning. The childminder has started to link with other early years settings that children attend, which contributes towards providing continuity of care and learning.

Children are happy and settled within their environment, which contributes to their well-being. They benefit from an adequate range of resources that loosely cover the six areas of learning. However, their play is restricted due to the limited space and the area used for childminding; as a result children have little opportunity to independently make choices and create their own learning environment. The childminder is focussed on providing an inclusive service to all children. She demonstrates a real commitment and positive approach to supporting all children as they learn to consider and be aware of the needs of others and recognise and value differences.

The childminder plans to further develop her knowledge with regard to the Early Years Foundation Stage. She is ambitious and commits to ensuring children's learning and development is fully supported and they reach their full potential. She is generally aware of some of her strengths and areas requiring further development. She has recently introduced new systems for recording her observational assessment of children's progress. However, her system of self-evaluation does not identify all weaknesses in her provision or monitor all aspects of children's care and learning. This demonstrates sufficient capacity to develop and leads to some improvement in the provision, if limited.

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

The childminder is warm and extremely caring; therefore, children are happy and settled as they make steady progress in their learning and development. The childminder's sound knowledge and understanding of the children in her care ensures that children's welfare needs are met. The childminder knows the children well and has flexible plans in place that are built around their individual needs. As a result, children are making steady progress towards the early learning goals. The childminder is beginning to assess children's learning and development. Observations are carried out and linked to the areas of learning. However, the learning intentions are not clear or always expanded to determine next steps in children's development. These records are not used to fully inform plans for children's future learning. As a consequence, the childminder cannot be assured that children are always sufficiently challenged across all areas of their learning and that plans help them to achieve their full potential.

Younger children become engrossed as they press buttons and turn knobs to create different sounds and songs. They respond with smiles and laughter as they repeat the process. They show an interest in books as they listen to stories. The childminder is generally active in promoting children's language as she spends time

talking to them. She shows an interest in what they do and say; for example, she talks to the older children about what they have done while at nursery. Children visit local playgroups and drop-ins and regularly visit the local library, ,developing links with the community. Children's creative and physical development is predominantly supported when they take part in activities at the drop-ins. Through discussion children learn about the wider world; however, the resources to support this further are limited.

There are opportunities for children to develop an understanding of keeping themselves safe. For example, they learn about road safety when outside in the local community when the childminder talks to them about how to use a pelican crossing. Children's packed lunches are stored safely and drinks are readily available. Children routinely follow appropriate hygiene practices, such as washing hands before eating and after messy play or using the toilet. Children behave well. The childminder establishes positive and consistent expectations for their behaviour, making effective use of praise and explanation. She has a very caring approach and a positive attitude towards treating the children as individuals, which sufficiently promotes inclusion.

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

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| 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

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| 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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| 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

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| 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) 10/12/2011
- undertake a risk assessment of the premises and equipment and take action to ensure all necessary measures are taken to minimise any identified risks. (Suitability and safety of premises and equipment) 10/12/2011

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 in the early years section of the report (Records to be kept) 10/12/2011
- undertake a risk assessment of the premises and equipment and take action to ensure all necessary measures are taken to minimise any identified risks. (Suitability and safety of premises and equipment) 10/12/2011