

Inspection report for early years provision

Unique reference number	146895
Inspection date	16/11/2011
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 registered in 1997. She lives with her husband and their three adult children in the Walthamstow area in the London Borough of Waltham Forest, close to shops, parks, and schools. The whole of the ground floor is used for childminding and there is a fully enclosed garden for outside play. The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She 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.

Children are happy and settled with a childminder who knows them well as individuals and is helping them to make suitable progress in their learning and development and generally promoting their welfare adequately. Observation and assessments are completed but do not sufficiently highlight the next steps for learning nor is it clear how they are used to plan for children's individual needs. The childminder has positive partnerships with parents, and is beginning to recognise her areas for development to further enhance children's learning and development in her provision. However, there are no effective systems in place for self-evaluation. Therefore, gaps in some aspects of the provision are not identified.

What steps need to be taken to improve provision further?

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

- 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)
- 17/12/2011

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

- 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 and improve the partnership with parents
- develop opportunities for parents to share what they know about their child, to be informed about their next steps for development and how they can

- support this in the home
- increase the range of images and resources that reflect diversity and equality, to increase children's understanding of the diversity
- build links with other early years settings children attend to ensure that all adults who interact with them contribute to their learning and development
- amend risk assessment to ensure that it covers anything with which a child may come into contact.

The effectiveness of leadership and management of the early years provision

The childminder has a satisfactory understanding of safeguarding issues. She is aware of her duty to protect the children in her care and the procedures to follow should she have any concerns. The childminder organises her setting appropriately using daily checklists of risk assessments, and necessary safety equipment, which ensures risks to children are minimised. However, the risk assessment does not cover everything that children may come into contact with. On the day of inspection there were potential hazards in the garden since the childminder had been clearing out her loft. Due to the childminder's thorough supervision this does not have a significant impact on children.

The childminder promotes an inclusive provision, where each child is treated as a valued individual. The childminder uses a reasonable range of teaching methods and resources to provide activities and experiences to meet children's needs. The level of challenge is sufficient to interest and engage children. As a result, children are broadly content and willing to take part in activities. The organisation of the environment is effective in offering a child-centred environment. Resources are stored in boxes on shelving. This means that some boxes are not easily accessible to the children but the childminder takes down whatever they ask for. The childminder suitably organises her records to respect confidentiality and in the main accurately records information. However, children's attendance records are not fully accurate as they are completed in advance rather than showing children's actual times of arrival and departure. This constitutes a breach in the welfare requirements although the impact on children is minimal.

The childminder develops sound partnerships with parents. Information is obtained about each child's individual needs when children start, which helps the childminder to settle the children. The informal daily discussions with parents at the beginning and end of the day means there is a regular exchange of information about each child's care and well-being. However, information relating to the Early Years Foundation Stage is not routinely shared with parents, which means that they are unable to fully consolidate their children's learning at home. The childminder has drawn up policies and procedures to inform parents of her childminding practice to help provide consistency of care. The childminder has not yet established links with other settings offering the Early Years Foundation Stage. Therefore, the childminder is not able to fully demonstrate that the care and education she provides complements the education and care received at other settings.

The childminder shows some commitment to maintaining continuous improvement. She is keen to develop her knowledge and understanding and has attended a number of training courses, for example, safeguarding and the Early Years Foundation Stage. She is committed to improving her practice; however, her process of her self-evaluation is in its infancy. The systems for the identification of the strengths and weaknesses of the provision are not sufficiently robust to give the provider a clear view of the action to take to progress her provision.

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

The childminder has a developing knowledge of the Early Years Foundation Stage. She recognises each child as a unique individual, knowing their key interests and abilities. She uses this knowledge to prepare and provide suitable activities that generally promotes their learning and enjoyment. Procedures for observing and assessing children's developmental progress are developing, using the individual record books, which contain photographic evidence and observations. However, her systems for tracking children's progress are not fully effective because her records do not consistently show links to the areas of learning or children's next steps. This makes it difficult for her to use them for monitoring purposes. The childminder develops warm relationships with the children and provides reassurance when they become unsettled, which helps them feel safe and secure. Children's social and emotional development is promoted, as they are encouraged to mix with other adults and children at the local groups. The childminder encourages their concentration skills as they sit and play together.

Children enjoy being creative and develop their imaginations as they engage in pretence. They pretend to fly the helicopter and go on holiday. Younger children spend time playing with the cars and the programmable resources, where they press buttons and pull levers to create different songs and nursery rhymes and then respond with smiles. Children's language skills are developing as the childminder listens to children and develops simple conversations with them and answering any questions they have, thus developing their confidence. Children learn about the local community through regular visits to parks, and shops. Through discussions they begin to develop an awareness of diversity and understanding of differences. However, the resources to support this further are limited.

Children indicate they feel safe and secure as they turn to the childminder for support during play, move around the setting with confidence and are comforted when tired. They learn about staying safe as they practise road safety during walks, and limits and boundaries are established. Children's behaviour is managed appropriately for their ages and they begin to share resources and play cooperatively when other children visit. The childminder praises the children's achievements and, as a result, their confidence and self-esteem develop well. Children benefit from the suitable healthy diet they receive, taking account of their preferences, and drinks are accessible to them as they play, which contributes to

their good health. Children develop a positive understanding of personal health and hygiene through the routines followed, and the childminder maintains good levels of cleanliness around her home, thereby reducing the risk of cross infection.

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:

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. 17/12/2011

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. 17/12/2011