

Inspection report for early years provision

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Inspection date	21/11/2011
Inspector	Rufia Uddin
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.

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Description of the childminding

The childminder registered in 2008. She lives in a ground floor flat in Walthamstow in the London Borough of Waltham Forest. The living room, two bedrooms, kitchen, toilet and bathroom are used for childminding. The house is within easy walking distance of local amenities including shops and parks. The childminder is on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She is registered to care for four children at any one time, including three in the early years age group. There is currently one child in the early years age group on roll on a part-time basis. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are appropriately cared for as the childminder has a satisfactory understanding of how to meet their individual needs. However, she has not attended an approved, training course, which is a breach of a legal requirement. Suitable engagement with parents contributes to the service and to identifying children's needs. Children experience an appropriate range of activities to make sound progress, but resources and activities do not effectively promote diversity. The childminder makes observations of their progress, although these do not show clear links to next steps in their learning. She has begun to reflect on her service and demonstrates satisfactory capacity for continuous improvement though her self-evaluation is not robust.

What steps need to be taken to improve provision further?

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

- attend an appropriate and approved training course. 12/01/2012
(Suitable people) (also applies to both parts of the
Childcare Register)

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

- analyse the assessments gained through observation and use what is found out about the children to plan for their next steps towards the early learning goals
- extend positive images through resources and activities that help children to become aware of, and embrace differences, for example, in gender, language and culture

- develop the system of reflective practice and self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Children benefit from the sound strategies in place to promote their safety and well-being. The childminder has a suitable understanding of the child protection policy and procedures which help her to safeguard children. All adults in the home are suitably vetted. Daily, visual checks and written, risk assessments are undertaken to enhance children's safety in the home. Records of risk assessment for outings are also available for review. The childminder has a suitable range of policies and procedures, which are shared with parents so they develop understanding of her role and responsibilities. Parents receive information about their child's general well-being through daily conversation at handover and collection time. The childminder has established satisfactory links with other providers, such as the local nursery and school, to promote a collaborative approach to children's learning.

The childminder is supportive, spending her time constructively involved in play and engaging in conversation with children. The home environment is suitably organised. Children move freely and make their own choices for play from the appropriate selection of toys and equipment stored at a low level. Toys are clean and well maintained. Although she understands the need to do so, the childminder has not attended introductory training within six months of her registration. This is breach of a specific legal requirement. The childminder has attended some other training courses and, consequently, systems are in place to satisfactorily promote children's health. She holds a current first aid certificate and has attended first aid training to be able to respond appropriately in an emergency. She also has an understanding of how to complete health documentation that is in line with legal requirements. The storage of records is secure, taking into account the need for confidentiality.

The childminder satisfactorily promotes equality and diversity. She recognises that children are individuals and have different needs in accordance with their stage of development and personal circumstances. She collects relevant information from parents using child information forms and through discussion to help meet their individual needs and routines. The childminder has some resources to promote children's understanding of diversity, although the range is limited. She demonstrates a sound understanding of care for children with special educational needs and/or disabilities and for children speaking English as an additional language.

The childminder has begun to reflect on the service she provides to promote improvement. As a result, policies and procedures are now in place and contribute to the smooth running of her service. However, she does not systematically evaluate what is working soundly within the setting or areas that need improvement.

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

Children benefit from a warm, welcoming environment where they settle and enjoy time with the childminder. They are starting to make progress, as the childminder's interactions with them are appropriate and they access suitable learning experiences. For example, children play with jigsaws, musical toys and games that promote their knowledge of colours and shapes. There is potential to further develop planning by linking observations to the next steps in learning and to the general planning of activities. The childminder currently plans activities and adapts these where necessary, so that children are involved. Consequently, children make sound progress in their learning. The childminder provides a suitable range of adult-led and child-initiated experiences in and out of doors. For example, use of resources encourages young children to open, close, pull, press, and squeeze toys. These actions encourage them to become curious and active learners and support the development of their physical skills. Colour and shape posters are displayed to make the playroom welcoming to children and to encourage them to talk about the different objects shown. Children use their imagination when playing with small world people, talking about the characters and the objects they use in their creative play.

Children develop suitable skills for the future. They gain some early technology skills as they work out which button to press to make a toy train work. Children are developing their mathematical understanding through play as, for example, the childminder encourages them to count toys that they play with. The childminder soundly develops children's language skills through conversations and questioning. Children readily use tools to make marks and engage in colouring and drawing. They are encouraged to develop early writing skills as they practise writing letters and attempt to label their own work. Children enjoy looking at books, often selecting which stories they would like to hear. They enjoy time sitting and cuddling up with the childminder to look at the familiar pictures.

Children develop a growing awareness about healthy living. For example, they put on coats and hats before they go outdoors in cold weather. They are encouraged to wash their hands after using the toilet and before meals to help prevent the spread of infection. Children benefit from eating healthy foods for their snacks and meals. They go for walks in the fresh air to explore their local community and visit parks, a nursery and schools. Children feel safe and have secure relationships with the childminder, which promote conversations and build their confidence and self-esteem. They learn about how to keep themselves safe through discussion, routines and the house rules. For example, they are reminded not to run in the house, in case they hurt themselves. Young children know that they must hold an adult's hand when out walking. The childminder is also teaching children about the dangers of fire and stranger danger. She encourages appropriate behaviour through the gentle reminders that she gives during play. As a result, children are learning to share and take turns.

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 (Qualification and training) 12/01/2012

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 (Qualification and training) 12/01/2012