

Inspection report for early years provision

Unique reference number	EY311542
Inspection date	24/11/2011
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 2005. She lives with her partner in the Walthamstow area, within the London Borough of Waltham Forest. The whole of the ground floor of the home is used for childminding. There is an enclosed garden for outside play. The childminder is registered to care for a maximum of five children under eight years at any one time, of whom 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 two 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 cared for in a warm and welcoming family environment where they receive suitable support to their welfare, learning and development. The childminder recognises the uniqueness of each child, though does not use her observations effectively to plan for individuals. The childminder makes parents feel welcome and she shares information about the children's general care but not specifically about their learning. Children's health and safety is sufficiently promoted, although required risk assessments are not conducted for outings. The childminder has yet to develop a fully effective method to reflect on the strengths and areas for improvement. However, she has addressed all recommendations from the previous inspection and maintains steady improvement overall.

What steps need to be taken to improve provision further?

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

- ensure full risk assessments are carried out for each type of outing (Safeguarding and promoting children's welfare). 23/12/2011

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

- improve the partnership with parents by providing them with the opportunity to contribute towards children's learning and development
- improve the use of self-evaluation to encourage a culture of reflective practice and identify aspects of the childcare provision that require further improvement
- develop the current system of planning and assessments, to ensure that the learning intentions and next steps for individual children are clearly identified

and followed through.

The effectiveness of leadership and management of the early years provision

The childminder has a sound understanding of what to do if she is concerned about any of the children in her care. She has recently updated her knowledge by attending safeguarding training. The childminder checks the premises regularly and takes steps to reduce or minimise hazards. The home and garden are secure and children do not access areas, which are not suitable. Safety measures, such as socket covers are in place and dangerous items such as cleaning products are out of children's reach. The childminder completes detailed risk assessments for the home and garden. However, full risk assessments for each type of outing are not carried out and this is a breach of welfare requirements. The childminder has attended first aid training and therefore knows what to do in the event of an accident or when a child is unwell.

The childminder offers an inclusive environment and she meets children's individual needs and routines. She organises her home with children in mind. Resources are good, fit for purpose and used well to support children's learning, development and welfare. The childminder organises toys and equipment within easy reach of children, encouraging them to become inquisitive and to make simple choices about their play. She responds appropriately to the individual needs of every child and their family. All children are valued and engage in a suitable range of activities and experiences, which help them to respect diversity and positively reflect their own experiences and backgrounds.

Generally positive relationships with parents are in place, enabling the childminder to meet children's individual needs. The childminder shares information with parents about their child's day. However, they are not fully involved with observation and assessment to help plan for their child's further learning and development. The childminder is aware of the need to work in partnership with others to meet the needs of individual children when this is appropriate. Children attending are not yet involved with other settings delivering the Early Years Foundation Stage. The childminder accesses training to update her knowledge and skills. She also receives support from her development officer helping her to make satisfactory improvements over time. However, she has not yet developed systems to reflect on and evaluate her practice fully in order to identify clearly strengths and priorities for development.

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

Children are making steady progress towards the early learning goals. They have opportunities to make choices, explore experiences for themselves and benefit from some organised activities. This provides them with a suitable balance of planned experiences and self-initiated activity. The childminder demonstrates a

sound knowledge of the Early Years Foundation Stage framework. The childminder is starting to collate observations and photographs of the children. She uses the observations to identify some of the next steps for children but these are not very systematic. Plans do not show how the childminder focuses on individual children's interests, abilities and learning styles.

Children show that they feel safe and secure in the care of the childminder. They develop secure and happy relationships with the childminder who is sensitive to their emotional needs. When children become restless, for example, she cradles them and reassures them using a soft tone and smiles. Children participate in creative activities, accessing resources that stimulate their imagination. Children enjoy using paints to create designs. They confidently manipulate dough and use tools such as rolling pins or shape cutters. Children become engrossed in role play as they pretend to feed a baby doll in a highchair. This nurtures their self-expression while having fun. Their personal, social and emotional development is well supported through regular visits to local drop-ins and to the local park.

Children enjoy regular opportunities for fresh air, active play and walks. Visits to the local soft play area provide them with the opportunity to climb and balance. Children are learning to stay healthy, with reminders from the childminder about washing their hands before eating. Children have access to fresh drinking water so that they do not become thirsty. Children learn to keep themselves safe through being aware of the house rules and practising road safety. Children are aware of what to do in the event of a fire, because they practise fire drills. Overall, the childminder promotes children's understanding of healthy lifestyles and personal safety adequately.

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	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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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:

- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (Arrangements for safeguarding children)(also applies to the voluntary part of the Childcare Register). 23/12/2011

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 compulsory part of the Childcare Register (Arrangements for safeguarding children). 23/12/2011