

Inspection report for early years provision

Unique reference number	EY320455
Inspection date	02/12/2011
Inspector	Jennifer Liverpool
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 was registered in December 2005. She lives with her husband and their three children aged 20, 17 and 11 years in Shadwell, in the London borough of Tower Hamlets. The whole of the ground floor, the first floor lounge and a bedroom are used for childminding purposes. There is a secure garden for outdoor play.

The childminder is registered to care for a maximum of six children under eight years, of whom no more than three may be in the early years age range. She is currently minding three children in this age group. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder takes and collects children from local nurseries and goes to local toddler groups, parks and the library. She 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's welfare is appropriately promoted. Children make sound progress in their learning and development although systems for observation are not fully effective. The childminder takes steps to keep children safe although her risk assessment does not include all potential hazards. Children are learning about healthy lifestyles but they are not always reminded of good hygiene practice. Partnership with parents is strong and this contributes considerably to children's continuity of care. The capacity for the childminder to maintain continuous improvement is satisfactory.

What steps need to be taken to improve provision further?

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

- help children understand that good practices with regard to hygiene can contribute to good health, with particular regard to supporting them to wash their hand at routine times
- improve the procedures for risk assessment so that it covers anything that children come into contact with, particularly in the garden
- analyse observation and assessments in order to highlight children's achievements and link to the six areas of learning to show how well children are progressing in their learning and development.

The effectiveness of leadership and management of the early years provision

The childminder demonstrate a sound knowledge and understanding of child protection issues and the procedures to follow if she has any safeguarding concerns about a child in her care. Children are generally kept safe indoors as the childminder carries out regular risk assessments that enable her to identify most potential hazards. However, the risk assessment does not fully cover the things that children come into contact with when they are out in the garden. Consequently wooden planks propped up on the rear wall and the step ladder pose a potential risk to children.

Resources are organised to meet children's individual needs. Children of all ages are beginning to demonstrate their preferences and make decisions for themselves as they have safe and easy access to suitable toys and resources. Inclusive practice is promoted well as the childminder acknowledges children's individuality. Children gain an understanding of the wider world through activities that introduce them to other cultures. They see positive images of race, culture and gender in books, puzzles and posters that are on display.

Partnership with parents is good. The childminder provides parents with a good range of information about their child's care and learning. This includes policies, procedures, menus and activity plans. In addition, the childminder gives daily feedback to parents about their child's day and general development. Consequently parents are fully involved in their children's care and learning. The childminder encourages parents to express their views about the provision. Parents' written comments indicate that they are happy with the care and the support that their children receive from the childminder. The childminder is aware of the importance of building partnerships with other providers and is beginning to develop relationships with the other settings that children attend.

The childminder has addressed the recommendations raised at the last inspection. This has resulted in her introducing proper systems for dealing with emergencies as well as increasing her understanding of diversity. She has attended a number of training courses to develop her knowledge of childcare. The childminder is beginning to use a self-evaluation process to reflect on her practice. She recognises her strengths and some areas of weaknesses, thus demonstrating an ability to improve the outcomes for children.

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

Children are settled and secure because the childminder is friendly and caring. Close relationships are evident as children approach the childminder for cuddles. Children are developing confidence as they see their drawings and paintings on display. This also helps them to develop a sense of belonging. Children's behaviour is good overall. The childminder supports children in sharing and taking turns.

Babies communicate with the childminder and other children through smiling, laughing and clapping. Children's language is developing well. They show a healthy interest in books. They select books for the childminder to read and enjoy looking at the picture. They explore sound using a range of musical toys which include home-made shakers and musical instruments.

The childminder regularly observes children at play. However her systems for observation and assessment are not yet used effectively to move children on in their learning and development. The childminder focuses on what children have done as opposed to what they have learnt from activities. This does not help her plan for their next steps. Also, she does not link her observations to the different areas of learning so it is not easy to monitor how well children are progressing in each area. Activity plans show that children are offered a suitable range of activities indoors and outdoors that includes creative opportunities, number games and physical play. The childminder positively interacts with the children through talking to them and at times asking them questions to check what they know. Overall children make sound progress.

Babies are supported to gain physical skills appropriate for their stage of development. The childminder makes sure they have suitable equipment and offers them plenty of encouragement. Outdoor play and outings to the park and toddler centre where there are large physical play equipment gives children varied opportunities to develop their physical skills. Children enjoy freshly prepared meals that help them to develop healthy eating habits. Fresh drinking water is available at all times to ensure they do not get thirsty. They play in a clean environment and they know that footwear is not worn in the house. They generally follow appropriate daily routines such as washing their hands after visiting the toilet. However at times they are not encouraged to wash their hands before eating. This means that opportunities to help children to understand the importance of good personal hygiene are inconsistent. Children learn to keep themselves safe when out on trips. They regularly practise the emergency evacuation drill so that they know how to leave the house quickly and safely.

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	2
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	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	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	2
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:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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