

Inspection report for early years provision

Unique reference number	EY356480
Inspection date	13/12/2011
Inspector	Jennifer Liverpool
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 was registered in 2007. She lives with her adult daughter and baby grandson in the Chingford area of the London borough of Waltham Forest. The whole of the ground floor of the premises and the first floor bathroom/toilet are used for childminding and there is an enclosed garden available for outside play. Access to the premises is via a step and a porch at the front door. The childminder has three cats, a chinchilla and a rabbit.

The childminder is registered to provide care for a maximum of six children under eight years at any one time; of these, no more than three may be in the early years age range. She is currently minding two children in this age group. She also offers care to children aged five years to 11 years. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from local school and occasionally goes to a local toddler group. 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 are making sound progress in this welcoming setting, although the childminder does not use her observations fully to effectively to plan for their individual learning needs. The childminder takes positive steps to meet most of their care needs. However, her risk assessment does not cover everything that they come into contact with and they are not learning fully about healthy lifestyles. The childminder has established good working relationships with parents. She has begun to self-evaluate her practice although she does not seek feedback from parents. She demonstrates that she has the capacity to make continuous improvements.

What steps need to be taken to improve provision further?

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

- Help children to recognise the importance of keeping healthy, for example by providing them with nutritious choices of food
- develop a systematic and routine approach to using observations and assessment to plan the next steps in a child's developmental progress
- make sure that risk assessment covers anything with which children come into contact with, particularly in the bathroom and the lounge

- encourage parents to share their views about the care and learning provided for their child and use as part of the ongoing self-evaluation process.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a sound understanding of safeguarding issues and knows how to proceed if she has any concerns about a child in her care. Since the last inspection, the childminder has addressed a number of actions which has enabled her to develop her practice for promoting children's health and their general safety. For example, the childminder has obtained parental consent so that she can, if necessary, administer medication, and seek emergency medical treatment. Also, the childminder now holds a current first aid certificate, which means that she can give appropriate care if children sustain minor injuries. She risk assesses her home and keeps a record of this. However, her risk assessment does not cover everything which children come into contact with in the bathroom and the lounge. For example, there are trailing electrical cables in the sitting room which pose a potential risk to children.

The childminder deploys resources well. There is an extensive range of good quality toys and equipment that are clearly used to promote children's care, learning and development. She organises the premises to meet the individual needs of the children and also to enable them to move around freely and independently. She satisfactorily promotes equality and diversity through treating children with respect, acknowledging their differences and helping them to become aware of their own and other cultures.

There is an established relationship with parents that is supported by regular discussions to promote continuity of care for children. Parents receive good information about the daily routine, activities and policies. The childminder ensures parents know how their child is progressing and involves them in their learning. She is developing a process of communication with the other settings that children attend. In response to the recommendations raised at the last inspection, the childminder has obtained parental consent for outings and partly developed her systems for observation and assessment. This shows that she has a satisfactory capacity to improve. In addition, she has begun to evaluate some of her practices and is able to identify areas for improvement. However, she does not yet seek feedback from parents about the care and learning provided for their children.

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

Children are settled, happy and enjoy their time at the setting because of the warmth and affection they receive from the childminder. This enables them to grow in confidence as they begin to understand that they are valued. They are forming good relationships with other children and adults and they are developing an understanding of the need to share and take turns when playing together. At

times they are taken on trips to local toddler groups where they play in larger group situations, which helps to promote their social skills. Children behave well and respond to requests for tidying up. They are beginning to take on responsibility for keeping themselves safe as they carefully put the toys back into correct boxes and practise fire evacuation procedures with the childminder.

The childminder gathers relevant information before children are placed in her care. This ensures that their individual needs are known and routine care is in place. The childminder regularly observes children at play and keeps a written record and photographic evidence of their achievements. However, the observations are not always linked to the areas of learning so it is unclear how well children are progressing. The childminder is not yet examining her observations to identify areas where children need further support to enhance their understanding and abilities. As a result, although children experience a suitable range of activities the childminder does not fully plan for their individual learning needs.

Children's language and communication skills are supported through appropriate intervention and story telling sessions that help to extend their vocabulary. They are developing an awareness of numeracy through counting activities and number posters that are on display. They draw, paint and engage in card-making activities where they use a range of materials to express their ideas. For example, they explore the texture of cotton wool when making a snow lake and snow men. Children's imagination is encouraged through activities such as role-play, small world play figures and using wigs and dressing up clothes. They are developing an understanding of diversity. This is supported by the reasonable range of resources available that reflect positive images of diversity and through celebrating cultural and traditional events, such as Eid and Christmas.

Children can help themselves to drinks when they need one. This encourages them to think about their personal needs. The childminder gathers all relevant information from parents regarding dietary requirements in order to meet the individual needs of the children. She is knowledgeable about children's food preferences and on occasion tries to develop their tastes in different foods. However, she does not always provide them with nutritious and healthy foods to help them learn about keeping healthy. Children enjoy regular opportunities to take part in physical play, indoors and out.

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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

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