

Inspection report for early years provision

Unique reference number	EY432489
Inspection date	19/04/2012
Inspector	Marilyn Peacock
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 2011. She lives in a fourth floor flat in the London Borough of Hackney. The whole of the premises are used for childminding apart from the kitchen and bathroom. The childminder does not have an outside play area. The premises are within easy reach of local community resources, schools and very good transport links. Access to the premises is via a lift or stairs.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for no more than six children under eight years, of whom not more than three may be in the early years age group. The childminder is currently minding two children in the early years age range on a part-time basis. There were no children present at the time of inspection.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children benefit from the appropriate relationships between the childminder and parents and carers. The childminder understands the importance of partnership working in meeting children's individual needs. Children are making satisfactory progress in their learning and development, although systems for making use of observations and assessments are in the early stages of development. Most required documentation is in place although no record is kept of risk assessments and the childminder does not seek written parental permission to seek emergency medical advice and treatment. The childminder shows a sound capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- keep a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) 21/05/2012
- request written permission from parents for seeking emergency medical advice or treatment. (Safeguarding and promoting children's safety) 27/04/2012

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

- develop a systematic and routine approach to using observations and assessment to plan the next steps in a child's developmental progress

The effectiveness of leadership and management of the early years provision

The childminder has a sound understanding of her role relating to safeguarding. She is aware of her local authority's child protection procedures. She has the required contact details available in case she ever has a concern about a child in her care. She regularly checks the premises in order to minimise any hazards to children and a risk assessment has been conducted. However, no record of the risk assessment is maintained. This is a breach of a specific legal requirement but has little impact on children. The childminder speaks confidently about how she promotes children's safety when away from the home, including making sure parents are fully aware of the risks while out and about. The childminder explains that she prepares everything she needs to attend to the children's needs before they arrive. Snacks, drinks, nappies, play equipment and a flask of hot water are stored in the corner of the dining room table. Therefore, she does not need to access the kitchen and can be with the children at all times. The childminder holds a first aid qualification and is able to act promptly in an emergency. A first aid kit is stored within easy reach in the play room.

The childminder provides an acceptable range of toys and play materials. The furniture, equipment and toys are safe and appropriate for the needs of children. There are books and play materials that portray positive images of diversity so that children learn to respect each other's differences and similarities. Resources are stored at children's level to encourage choice and independence. Lots of colourful posters adorn the walls, which encourage children to talk about what they see. The childminder has a clear understanding of anti-discrimination, which enables her to provide a service which is inclusive for all children and their families. This helps her to understand each child's ability, background, and culture. The childminder works in appropriate partnership with parents to meet the needs of the children and promote positive attitudes to diversity. There are secure arrangements in place for promoting a two-way flow of information between parents, carers and the childminder. Information regarding children's achievements, development, interests and activities is shared with parents each day. The childminder shares her policies and procedures with parents to help them understand how she works and her responsibilities. However, she has not obtained prior written parental consent to seek emergency medical advice or treatment, which is a specific legal requirement.

The childminder is committed to developing her provision to provide the best outcomes she can for children. For example, she regularly attends in-service training provided by the borough to help ensure she is always aware of the most recent ideas and regulations. Her self-evaluation demonstrates a suitable understanding of her provision, and as a result the childminder shows a satisfactory capacity to improve standards. None of the children attend other

settings but the childminder is aware of her responsibility to work in partnership with other providers and agencies to promote continuity of care.

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

The childminder provides children with regular opportunities to play and exercise outside in the fresh air. These include trips to the library to choose books and take part in various activities. Children's welfare needs are gathered at settling-in time through discussion and the completion of an 'All about me' booklet. This gives the childminder an appropriate overview of children's individual dietary and health needs. Therefore, she is able to promote their welfare needs adequately. Children develop positive attitudes as the childminder discusses healthy eating. At present parents provide the children's meals. This enables them to monitor their children's food intake. Children know the childminder well because they are neighbours and see her regularly when out with their parents. This helps them to feel safe in the setting. They regularly practise the emergency evacuation drill which is particularly relevant as the flat is on the fourth floor.

The childminder demonstrates how she meets children's developmental needs through discussion and documentation. She explains how she uses her sound knowledge of the Early Years Foundation Stage to plan and provide a suitable range of activities and experiences. However, currently there are no systems to identify and plan for individual children's learning needs. The childminder describes how the children enjoy looking in the mirror, babbling away at their reflections. They laugh together at the shadows on the wall that the sunlight provides through the large windows. Well-equipped treasure baskets give the children the opportunity to discover different natural textures. She explains that children enjoy playing hide and seek, peering out from under a large knitted shawl. The childminder encourages children to behave well and play together through her consistent approach to behaviour management.

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:	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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