

Inspection report for early years provision

Unique reference number	EY286452
Inspection date	24/04/2012
Inspector	Helen Steven
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 June 2004. She lives with her husband, adult daughter and 12 year old daughter in Hoxton in the London Borough of Hackney. They live in a three bedroom flat on the third floor accessible by lift and stairs. Children access all areas of the home apart from one bedroom.

The childminder is registered to care for a maximum of three children under eight years at any one time, of whom two may be in the early years age group. She is currently minding one child in the early years age group. She is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy a varied range of play experiences supporting their learning and development enabling them to make good progress; overall effective systems are in place to support this. Overall policies, procedures and documentation are effective to safeguard children's welfare and learning. The childminder works alongside parents well to meet children's individual needs although they are less involved in the observation and assessment processes. The childminder evaluates her service effectively; she demonstrates ambition to improve outcomes for children in her care and has a good 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 written records of all medicines administered to children (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register) 15/05/2012

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

- involve parents as part of the ongoing observation and assessment process and summarise children's achievements so that their progress can be tracked more effectively.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because the childminder has a secure knowledge of safeguarding issues and is aware of where to seek guidance. She undertakes detailed risk assessments for each type of outing and for her home. A bedroom is organised well to afford children, space and access to a good range of toys and resources. Overall required documentation and relevant policies and procedures are maintained well in order to promote children's good health and welfare. However, although she has sought parental consent prior to administering medication this lacks detail, such as the dose and time required. In addition, she has not kept written records of medicine she has administered to children. This is a breach of a specific legal requirement. The childminder holds a valid first aid certificate which enables her to deal appropriately with any accidents.

The childminder has reflected on her service in order to evaluate areas she wishes to further develop in order to improve outcomes for children. She demonstrates a commitment to continually improve her setting by seeking the views of parents and attending ongoing training. The childminder provides a service that is inclusive for all children. She knows the children well and as a result they demonstrate a true sense of belonging in the setting even when attending on a part time basis. The childminder has asked parents for keywords in children's home languages and uses these when needed. She has implemented systems to observe children's progress by using photographs, samples of their creative work and written observations. The childminder considers children's next steps following each observation she undertakes and is developing how she links this to her planning. Although the childminder is not analysing the observations to highlight children's progress across all areas of learning, parents are informed of their children's well-being and development. Systems to include parents in the ongoing observation and assessment process are not fully developed. The childminder is developing the planning with support from her development worker to strengthen the learning intentions and link these to the areas of learning. The childminder has a good relationship with parents and obtains useful information from them at the start of the placement and during verbal exchanges. Parents report that they are very happy as the childminder is 'kind and lovely'. They have noticed their young children's progress for example, in communication and social skills. The childminder is happy to work alongside other agencies as and when the need arises in order to support children's individual needs.

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

Children are given opportunities to make good progress and develop skills for the future at this setting. Children have good relationships with the childminder and have the opportunities to develop friendships with other children through regular visits to local drop-in groups. They are busy at play throughout the day and are able to make choices as resources are arranged attractively at a low level, thus

encouraging them to become independent. They learn to become skilful communicators as they absorb the childminder's routine commentating and mirror her vocabulary. Children are introduced to the pleasure of reading as they look at books independently, babbling as they point to the pictures. They develop foundations for writing by making marks with coloured pencils. Children are developing an awareness of numeracy as they are encouraged to count throughout the day, for example, when putting toys back in the baskets. They attempt to fit shapes into spaces on inset boards and are delighted when successful. Children begin to act out familiar roles as they stir a pot with a spoon and then feed themselves. Children press buttons on mechanical toys and enjoying the effect of the pop-up pictures and the noise it makes. Children adore playing with a range of objects in a treasure basket; this resource excites them and sustains their interest. They fold up a thick metal chain and place it into a cup; they experiment by pouring it into other containers and scoop it up with a large spoon watching it cascade onto the floor. Children push their dollies in buggies around the setting, negotiating space as they move from room to room.

Children are developing an understanding of how to keep themselves safe. Their understanding of safety issues is demonstrated through their play by making sure dollies are strapped into buggies. They have regular opportunities to practise a fire drill ensuring they evacuate the home efficiently in the event of an emergency. Children behave well as the childminder is consistent in her approach and is teaching them to develop good manners. She offers children choice and presents as a good role model when communicating with them as she is calm in her approach. Children learn how to adopt healthy lifestyles as the childminder is beginning to encourage children to hand wash after they have had their nappy changed to develop good routines. In partnership with parents children are offered nutritious meals. The childminder is developing strategies to encourage healthy eating. Regular outdoor activities ensure children benefit from fresh air and exercise. Activities such as junk modelling introduce children to sustainability.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
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	2

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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 (Records to be kept) 15/05/2012

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 (Records to be kept) 15/05/2012