

Inspection report for early years provision

Unique reference number	119719
Inspection date	06/06/2011
Inspector	S Campbell
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 1993. She lives in Bow in the London borough of Tower Hamlets. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The childminder walks to local schools to take and collect children.

The childminder is registered to care for a maximum of six children under eight years at any one time; of these three may be in the early years age group. The childminder currently has one child in the early years age range on roll. The childminder is registered on the Early Years Register and both parts of the compulsory and voluntary Childcare Register.

The childminder attends community groups and she is member of her local Childminding Network

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder knows children well and is able to talk about what children can do and how she is moving them on in their next stage of development which promotes their learning, development and ensures no child is disadvantaged. The childminder works well in partnership with parents by ensuring sufficient information is obtained and shared to promote children continuity of care. Recommendations made at the last inspection have been addressed to promote positive outcomes for children. Although the childminder demonstrates commitment to further developing her practice by attending further courses, the process for self-evaluation has yet to be fully developed to help identify ways to effectively promote positive outcomes for children.

What steps need to be taken to improve provision further?

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

- maintain an accurate record of children's hours of attendance (Documentation) (also applies to the childcare register) 13/06/2011

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

- further develop procedures to ensure all observations consistently link to the six areas of learning to effectively track children's learning journey (Organisation)

- further develop procedures to share children's developmental records with parents enabling them to contribute to children's assessment records (Organisation)
- further develop the self-evaluation process to help identify ways to improve the outcomes for children (Organisation)
- further develop the systems for planning to ensure children are offered a broad range of experiences as they progress towards the early learning goals (Organisation)

The effectiveness of leadership and management of the early years provision

The children's welfare is safeguarded because the childminder has a secure understanding of child protection issues and procedures. Most required documentation is in place and well maintained to further promote children's welfare, with the exception of the recording of children's hours of attendance. The childminder has implemented a number of policies and procedures which contributes to children's well-being. The children are cared for in a safe and secure environment because regular risk assessments are carried out, including for outings. This ensures children's safety both indoor and outdoor.

Since the last inspection, the childminder has attended and completed a number of courses which promotes positive outcomes for all children, for example a level 3 childcare course and Working with Children with Special Needs. The childminder demonstrates commitment to attending further courses to further develop her knowledge and skills for observation and planning. However, although there are basic processes in place for self-evaluation, they have yet to be fully developed to enable the childminder to effectively promote good outcomes for children.

The childminder has developed positive relationships with parents. Their views about the early years setting is obtained through discussions and letters. Hence, positive response received. Required documentation is shared with parents which further promotes sound partnership working. Parents are kept well informed about children's play, learning and development through regular discussions and text messaging. However, procedures have yet to be fully developed to share children's developmental records enabling parents to contribute to children's on-going assessments. The childminder has maintained a current a first aid certificate and she has obtained essential written parental consent to ensure she is able to act in children's best interest should they require medical treatment. She has gathered appropriate information about children's individual needs and backgrounds to ensure they are known and met. This promotes an inclusive environment. There are a range of resources on offer to promote children's understanding of similarities, differences and the wider community.

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

The children are steadily making progress in their learning and development because the childminder has a sound understanding of the Early Years Foundation Stage. Some planning takes place to ensure children engage in a sufficient range of both indoor and outdoor activities. However, the systems for planning have yet to be fully developed to ensure children are offered a broad range of experiences to effectively support their progress towards early learning goals. Although the childminder carries out regular observations which identify children's next steps, they do not always consistently link to the six areas of learning to enable her to effectively track children's learning journey.

Children are happy and well settled in their environment demonstrating trusting relationships are built. They enjoy playing simple games with the childminder, such as peek-a-boo. They happily babble throughout the day and the childminder continually talks to children to promote language development. The children attending the setting are from varying backgrounds and the childminder has learnt some basic words in French to aid communication, for example my sweet heart and nose. Younger children laugh at the tone of the childminder's voice and when she mentions younger members of the family, such as her grandson. The organisation of the day enables the childminder to support individual children's learning and play. She spends time playing with children at their level to support their interests, for example looking at simple picture books. She captures children interest well by encouraging them to imitate various animal sounds.

The children regularly attend community groups, allowing them to interact with their peers and others. They go out on trips within the local community to support their learning, for example Stepping Stones Farm and feeding the ducks at local parks. There are some resources on offer to enable children to build and construct, for example bricks. Children's physical skills and good health is developing well because they regularly engage in outdoor play. They have access to a range of outdoor toys, for example a slide, swing, trampoline, push-a-long car and see-saw.

The children's imaginative and creative skills are developing well; when attending community groups they take part in sufficient range of messy play activities, for example hand painting, sand, water and free hand painting. They are able to act out real life situations as they play with the dustpan and brush and enjoy playing in the home corner. The children are developing early problem solving skills because they happily play with a car run and pop-up car toy. Through practical activities the childminder introduces children to numbers.

The children are cared for in a safe environment because there are appropriate safety measures in place, such as the use of safety gates, and the setting is clean and well maintained. From an early age they are beginning to learn the importance of appropriate personal hygiene because the childminder ensures their hands are wiped before mealtimes. This minimises the spread of cross infection. The children are well behaved and the childminder consistently praises them, which helps children to develop an understanding of right from wrong.

Children's parents provide their meals. However, the childminder provides healthy snacks, such as fruits. This enables children to develop an understanding of foods that are good for them. They are developing a satisfactory understanding of how to keep themselves safe because they regularly take part in fire evacuation procedures. Overall, the children have access to a sufficient range of resources. They are easily accessible, allowing them to make informed decisions about their play and promote independence.

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:

Not Met (with actions)

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

Met

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 13/06/2011