

Inspection report for early years provision

Unique reference number	132433
Inspection date	15/03/2011
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 1989. She lives with her three adult children in Forest Gate in the London borough of Newham. The whole of the ground floor of the childminder's house is used for childminding purposes. The garden is not available for outdoor play.

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. She is currently caring for one child in the early years age group. The childminder is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is a member of the National Childminding Association. She helps to run a local toddler group and also attends other toddler groups.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's are generally safeguarded and their welfare appropriately promoted through appropriate procedures; however, there are a few breaches of specific welfare requirements relating to information and documentation. Children are making sound progress in their learning and development because of the suitable range of activities available to them each day and the support they receive from the childminder. She has developed positive relationship with parents, which contributes to care and wellbeing.

The childminder demonstrates an understanding of equality and diversity, which enables her to cater for children's individual needs. She has begun to steadily evaluate her practice and although this is not fully effective, the childminder shows a commitment to improve the outcome for children.

What steps need to be taken to improve provision further?

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

- carry out a risk assessment for each type of outing and review it before embarking on each specific outing (Safeguarding and promoting children's welfare) 22/03/2011
- request written permission from parents for urgent medical treatment or advice (Safeguarding and promoting children's welfare) 16/03/2011
- make 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). 22/03/2011

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

- obtain written parental permission for children to take part in outings
- develop systems for monitoring and evaluating the service in order to build on strengths, identify and effectively tackle areas of weaknesses to improve the outcomes for children.
- develop the process for observation and assessment by monitoring children's understanding and abilities across all of the areas of learning in order that they can continue to progress towards the early learning goals.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates clear knowledge regarding the signs and symptoms of abuse and neglect. She understands the procedures to follow if she has concerns about a child in her care. This supports children's welfare. The childminder holds a valid qualification in first aid and keeps a fully stocked first aid box. This means that children can receive appropriate care in the event of sustaining minor injuries. However, the childminder has not met with the requirement to obtain parental written permission for in the event that urgent medical treatment or advice is needed. Appropriate daily routines and the childminder's sound practice help to reduce the risk of germs or the spread of infection to children. Whilst the childminder completes visual safety checks of the home and when out on trips, she does not keep a record of the risk assessments for indoors and outings. These are breaches of the welfare requirement. In general, some mandatory records are in place, confidential and sufficiently maintained.

There is a suitable range of developmentally appropriate toys and equipment for children. The childminder organises the indoor space sufficiently, allowing children freedom to move freely and independently. Overall, the deployment of resources adequately meets the needs of the children. The partnership with parents is sound. Parents provide appropriate information about their child, which helps to ensure that children's individual routines are in place at the start of the placement. Daily dairies about children's sleep routines, food intake and activities keeps parents informed about their child's general wellbeing. Also, parents are provided with samples of their children's drawings and paintings. This enables parents to become aware of their child's achievements. The childminder acknowledges children's different needs and takes this into consideration when planning and organising the day for children.

The childminder is developing links with other providers, such as, childminders and others working in local toddler groups to share and exchange ideas about child care. She has attended a number of training courses to develop her knowledge and understanding of safeguarding issues and first aid. The childminder has sufficiently addressed the recommendations raised at the last inspection to hold public liability insurance and increase the range of anti-discriminatory toys. Consequently, the range of resources depicting positive images of diversity

encourages children to develop a positive outlook of the wider world. The childminder is aware of some of her strengths; however, she has not yet fully developed a process to evaluate her practice in order to identify and tackle areas of weaknesses. Overall, the childminder is committed to improving the outcome for children.

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

Children are settled in the childminder's care. They develop positive relationships with her because the warmth and affection she gives to them. Children develop a healthy dependence on the childminder who is receptive to their needs. She recognises the gestures and the sounds that children make, which indicates when they are hungry or sleepy. The environment is clean and tidy and children health is maintained through daily routines and positive hygiene practices. For example, when changing children's nappies and hand washing routines during the preparation and serving of food. Ready made meals brought in from home are adequately stored to suitable temperatures to prevent from spoiling. Children are regularly offered fresh drinking water throughout the day to prevent them from getting dehydrated.

The childminder gets involved in children's play to promote their learning and development. For example, she sits down on the floor at children's level and interacts with them. The childminder spends time talking to the children; reading short stories and labelling objects around the room, all of which helps to promote children's language development. She encourages children's early problem solving skills by supporting them as they learn to stack plastic rings onto a cone. Number songs and books enable children to develop an awareness of numbers and counting. Children are taken out on a regular basis to toddler groups where they can socialise and enjoy activities with a wider group of children.

The childminder knows which stage of their physical development that young children have reached and provides opportunities to help them progress. For example, she assists young children at pre-walking stage to hold onto her hands and walk with support. The childminder has begun to observe and record children playing and participating in activities, and has also started to keep samples of children's painting and collage art work. The observational assessments are not yet linked to the areas of learning in ways which shows what progress children make in each area. In spite of these shortcomings, the childminder's positive interaction and the acceptable range of play opportunities and experiences enable the children to make sound progress in their learning and development.

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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