

Inspection report for early years provision

Unique reference number	132506
Inspection date	11/05/2009
Inspector	Rufia Uddin
Type of setting	Childminder

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.

Description of the childminding

The childminder has been registered since 1992. She lives in a house in East Ham with her husband, two daughters and one son. They live in a house in a residential area of East Ham in the London Borough of Newham. The whole of the ground floor of the premises is used for childminding and there is a fully enclosed garden for outside play. The childminder is registered to care for two children on the Early Years Register, and she is also registered on the Childcare Register and Voluntary Register. There is currently one child in the early years age group on roll. The childminder walks to local schools to take and collect children. The childminder attends the local parent and toddler group and local childminding groups. The childminder is a member of the National Childminding Association (NCMA).

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are happy and well settled in an inclusive setting. Children are able to access a good range of resources, and experience enjoyable activities and benefit from good interaction that successfully helps them progress in their learning. Self-evaluation was not completed at the inspection but the childminder is aware of her strengths and weaknesses and areas she wants to improve. The childminder has responded to recommendations given at the last inspection and made the necessary improvements. The childminder is able to identify areas for improvement, particularly relating to the planning and assessment of activities, self-evaluation, and continuing to develop her knowledge of the Early Years Foundation Stage.

What steps need to be taken to improve provision further?

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

- request written permission from parents for seeking emergency medical advice or treatment
- continue to develop the process of self-evaluation
- continue to develop the use of observations and assessments of children to inform the planning of activities.

The leadership and management of the early years provision

Children benefit because the childminder provides stable childminding placements and is keen to work in partnership with parents. Children are confident, happy and secure in her care. Safety within the childminder's home is maintained appropriately and written risk assessments are carried out. The childminder is calm, gentle and caring and manages children's behaviour positively. Children explore their local community as they walk to and from school.

Parents are provided with helpful information about the setting and they are

invited to contribute what they know about their child's needs and interests when their child first starts to attend. This identifies starting points and helps to focus on children's individual needs. Parents provide information about their child's specific care needs. For example their specific dietary requirements which the childminder caters for. Parents are kept informed of their child's achievements and progress through daily feedback. The childminder has good relationships with parents, is open and supportive and respects confidentiality. The childminder is pro-active in helping to promote children's understanding of themselves, their local environment and wider society using a range of different resources and books and through discussion. The childminder has also added toys and resources to promote children's understanding of diversity. Children explore different clothes people wear. They have opportunities to increase their understanding about a range of special events and festivals and talk about how and why some people celebrate these.

The quality of children's care is likely to continue to improve as the childminder is clear about her strengths and areas she would like to develop and how to do this. The childminder is committed to providing a good service. She continues to attend training and is aware of current developments in childcare and the requirement to develop her knowledge of the new Early Years Foundation Stage. The childminder has a good knowledge of how children develop and learn. She keeps updated through reading the documentation and attending different courses.

The quality and standards of the early years provision

Children are happy in the childminder's care. They are busy and curious and enjoy investigating the resources that are available to them. The childminder helps the children to progress at their own pace as she has knowledge of the Early Years Foundation Stage learning and development requirements. The childminder has begun to evaluate activities and identify how they can be extended to support each child. She skilfully recognises each child as an individual and plans and adapts activities to meet their specific needs. The childminder has started to compile a folder of the children's work to assist with her assessment and to share with parents.

The childminder allows children to be independent. She assists them by offering gentle reminders and appropriate support. The childminder consistently asks open-ended questions to encourage children to work through problems for themselves, and supports their understanding of concepts such as size and shape when they are trying to complete puzzles. Children also benefit from regular opportunities to be creative. They are able to access the resources independently, for example, exploring and comparing colours. Children also benefit from opportunities to develop their social skills and play alongside other young children as they attend a childminding group enabling them to develop an understanding of sharing, taking turns and securing relationships with their peers. They enjoying regular trips to the local park with the childminder. Children have a good balance of quiet and active play during the day. They play cooperatively together with construction toys and go out regularly to benefit from fresh air and exercise. They benefit from many opportunities to participate in daily physical activities, both in the childminder's home and garden, and through different groups they attend. Consequently, they

increase their knowledge of how to maintain a healthy lifestyle through regular exercise. Children also benefit from learning about good personal hygiene routines and a healthy balanced diet.

Children play in a secure, safe and child friendly environment. Space within the childminder's home is well organised. Children have ample room to play, a quiet place to rest and a comfortable area to enjoy their meals. They move safely and freely around the areas used for childminding. Children's safety is also promoted because the childminder helps the children to understand how they can keep themselves safe, by talking about why things may hurt them and why something may be dangerous. Appropriate safety equipment is provided to keep children safe, these include a fire blanket in the kitchen and smoke alarms at both levels of the house. The childminder has a first aid certificate, however the childminder has not yet obtained written permission from parents for seeking emergency medical treatment or advice, so children are not assured of receiving the most appropriate response in an emergency situation. Children have access to a wide range of safe, suitable and age appropriate furniture, toys and equipment. The childminder plans her play programme carefully to make sure younger children are protected. Children are safeguarded from harm because the childminder has an understanding about her roles and responsibilities with regards to protecting children in her care and knows how to implement the Local Safeguarding Children Board's procedures.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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:

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:

- provide parents with a copy of a written statement of safeguarding procedures (Providing information to parents) 15/06/2009
- make available to parents a written statement that provides details of the procedure to be followed if they have a complaint (Procedures for dealing with complaints) 15/05/2009

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 under the Compulsory Childcare Register (Arrangements for Safeguarding and Children) 15/06/2009
- take action as specified in the compulsory Childcare Register section of the report (Procedures for dealing with complaints) 15/05/2009