

Inspection report for early years provision

Unique reference number	132523
Inspection date	10/11/2011
Inspector	Lynn Wordsworth
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 was registered in 1993. She lives with her three children in a house in Plaistow in the London Borough of Newham, within easy walking distance of shops, parks, nurseries and schools. The whole of home is used for childminding. Toilet facilities are on the first floor. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of four children under eight at any one time. There are currently four children on roll, all of whom are in the early years age group. They attend at different times of the week. The childminder is registered on the Early Years Register, and both parts of the Childcare Register.

The childminder is a member of the National Childminding Association. She walks to local nurseries and schools to take and collect children.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder has a suitable understanding of the needs of the children, which enables her to meet a range of their learning and welfare needs. The childminder sufficiently safeguards children, but does not carry out thorough risk assessments for different types of outings or practise evacuation procedures to further support safety. Activities help children make steady progress in their learning and development, but systems to plan for children's individual needs are not fully developed. The childminder has positive relationships with parents and is developing links with other providers; she shares some information to provide continuity in children learning, but this has not been fully developed. The childminder has made improvements since the last inspection and demonstrates a suitable capacity to sustain further improvements.

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) 24/11/2011

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

- establish the system of observational assessment to better focus and extend

- children's learning, according to each child's learning needs
- establish systems to involve parents as part of the ongoing observation, assessment and planning cycle to ensure they are fully involved with their child's learning and development
- establish a two-way flow of information with other early years providers to ensure a collaborative approach to children's learning and development is fully achieved
- establish regular fire evacuation drills and record details in a fire log book of any problems encountered and how they were resolved to ensure children's safety.

The effectiveness of leadership and management of the early years provision

The childminder is caring for more children than her conditions of registration allow. She gave a reasonable excuse for doing so and on this occasion Ofsted does not intend to take further action. The childminder has a suitable understanding of procedures to safeguard children and how to record and report concerns. Appropriate policies and procedures on safeguarding children are in place. Detailed risk assessments cover all areas of the home to ensure children's safety while playing. Risk assessments for all outings have not been carried out. This breaches a requirement. Most documentation is maintained, for example, parental consents for outings and for seeking emergency medical advice and treatment for all children in her care.

The childminder promotes equality of opportunity; all children and families are valued and respected as individuals. The childminder is proactive in challenging any prejudice and discrimination. Children benefit from the caring attitude of the childminder and she provides them with appropriate attention to meet their needs. For example, children receive cuddles when they are tired. Children have a suitable range of age-appropriate resources that enable them to make choices and decisions in their play.

The childminder has started to evaluate her service and identifies some areas for improvement efficiently, although systems are not rigorous to identify key priorities. The childminder has made improvements since the last inspection. For example, she has completed various training courses, such as for safeguarding and first aid. The childminder plans to develop her evaluation skills. This demonstrates sufficient commitment to maintaining continuous improvement.

The childminder is developing relationships with other settings children attend. However, she is not yet sharing children's next steps and records of their learning in order to further develop continuity in their care and development. The childminder has a sound partnership with parents. Parents are invited to contribute what they know about their children when they first start to attend. This helps to focus on children's individual needs. The childminder keeps them informed about their child's daily routine and achievements. However, the partnership with parents has not been developed further, for example, through the sharing of observation

and progress records.

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

Children are making sound progress towards the early learning goals. They demonstrate an enthusiasm for play which the childminder encourages and supports. The childminder has started to use observations and identifies children's starting points and progress. However, this does not always influence the planning of activities so that individual learning needs are fully extended.

Children benefit from a suitable range of adult- and child-led experiences, both inside and outdoors. For example, children count in sequence, recognise numbers and are beginning to understand addition. This encourages them to be active learners and solve problems. The childminder interacts well with the children, asking questions. This helps them develop their communication skills. Babies are happy and gurgle as they join in listening to the children reading books. The children interact well as they follow the story, find pictures and gain the confidence to role play. This helps children develop their imagination. Children develop their creativity as they manipulate modelling dough, or paint and mix colours. Children compare weights as they play with sand and water and fill containers. Babies learn about the dry and wet texture of sand and water. Children develop skills for the future as they activate applications on technology-based equipment and babies enjoy listening to the nursery rhymes. Children access a suitable range of resources and activities to help them understand about their own culture and the wider world. For example, they look at various books, talk about skin colour and eat different foods.

Children develop a good understanding of how to maintain healthy lifestyles. They routinely wash their hands before lunch, which helps prevent the spread of infection. Children eat a healthy diet and the childminder supports them developing independence when feeding themselves. They access drinking water throughout the day. Children develop a positive attitude towards physical play. In the childminder's garden they ride wheeled toys and climb and slide on equipment. Children help the childminder plant vegetables and regular water them as they learn where food comes from. Children sleep according to their own routines and the childminder ensures they are comfortable. Children feel safe and have a secure relationship with the childminder. They demonstrate appropriate behaviour. Children go on visits in the community; they learn to keep safe as they know they must hold onto the buggy or the childminder's hand. Although a fire plan is written it is not practised with the children to further develop their understanding of how to stay safe.

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	2
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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