

Inspection report for early years provision

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Inspection date	07/03/2011
Inspector	Victoria Vasiliadis
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 1981. She lives with her adult son in a first floor three bedroom flat which is located within the London borough of Harrow. The childminder uses the lounge and two bedrooms for childminding. There is a communal garden which the childminder uses frequently.

The childminder is registered to care for a maximum of five children under eight years, with no more than three children within the early years age range. Currently she is caring for three children within the early years age range and two children within the later years age range who attend on a part-time basis. She is registered on the Early Years Register and both parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children have the opportunity to engage in a variety of age appropriate activities within a safe environment. The childminder is aware of the children's individual needs as she communicates with parents to ensure consistency of care for the children. Systems are being developed to make sure that children in the early years age range make suitable progress in the Early Years Foundation Stage. The childminder has begun to evaluate her service and has managed to identify some of her strengths and weaknesses. Visual risk assessments are conducted and records maintained, but the written record does not contain all the necessary information. Children's health is compromised as children are not cared for in a smoke free environment and their privacy at times is not maintained.

What steps need to be taken to improve provision further?

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

- improve the record of risk assessments to include all aspects of the environment that need to be checked on a regular basis, include information on who conducted it, date of review and any action taken following a review or incident (Suitable premises, environment and equipment) 22/03/2011
- ensure that children are cared for in a smoke-free environment (Safeguarding and promoting children's welfare) (this also applies to the compulsory and voluntary parts of the Childcare Register) 22/03/2011

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

- provide children with a private area when they wish to use the potty.

The effectiveness of leadership and management of the early years provision

The childminder has a sound understanding of her role in ensuring the safety of the children in her care. The childminder ensures that children are only cared for by individuals who are suitably vetted. She ensures that appropriate action is taken to make the home safe for the children and daily checks are conducted. However, the written risk assessment record does not contain all of the legally required information. The childminder has a clear understanding of safeguarding procedures and is aware of the possible signs and symptoms that may be displayed if a child is being harmed. She has also recently completed child protection training as a means of keeping herself up to date with current issues. As a consequence, children's safety is promoted.

The childminder is beginning to monitor and evaluate the quality of the service that she provides. She has obtained feedback from parents in the form of parental questionnaires, as a means of identifying any areas that they would like developed or improved. She demonstrates through discussion an accurate understanding of her own strengths and areas for development. For example, she wants to further develop her systems for observing and assessing the children's development. The childminder continues to attend training in order to ensure she remains informed of relevant childcare issues. For example, she has completed a letters and sounds course. The childminder has addressed the recommendation from the last inspection, which ensures that she is now aware of the children's dietary requirements.

The childminder has made efforts to support the children's understanding of equality and diversity as she acknowledges a selection of festivals such as, Diwali, Christmas and Easter. Children have access to a satisfactory selection of resources that are reflective of the wider community, such as books and puzzles. The childminder works with the parents and carers to ensure that they provide her with the necessary information to make sure that consistent care is provided. She shares information with parents on a daily basis at collection and drop-off times. In addition, the childminder periodically invites parents to look at their child's learning journeys. This provides parents with an opportunity to find out how their child is developing, and also the next steps in their learning. Through discussion the childminder demonstrates a sound understanding of the need to develop links with other professionals when the need arises.

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

The children are beginning to learn the importance of staying safe. For example, children are provided with hand puppets which depict safety measures in relation

to road safety. In addition, discussions take place with the children about the importance of wearing seat belts whilst in the car and stopping at the crossing when red lights are shown. Children also learn that there are consequences to their behaviour which could affect their safety. For example, children are reminded not to throw toys as they may hurt the other children.

The children are supported in developing an understanding of their own personal health and hygiene. For example, they are reminded to cover their mouths when coughing and sneezing and to wash their hands before eating. The childminder ensures that the children have access to the outdoors on a daily basis as they can play ball games in the communal gardens. The childminder adopts appropriate hygiene methods to reduce the risk of cross contamination. For example, gloves are worn when changing children's nappies and children do not attend the setting if they are infectious. The childminder supports the children's toileting needs, as she encourages them to become toilet trained. However, children are not provided with suitable privacy when using the potty. The childminder compromises the children's health as she does not ensure that they are cared for in a smoke free environment, which is a legal requirement.

The quality of children's learning and their progress towards the early learning goals in relation to their starting points is satisfactory. The childminder makes observations of the children's progress and supports this with photos of the children at play. She completes learning journeys on all of the children within the early years age range, and in the main, the next steps in the children's learning are adequately identified.

The children are suitably supported in their learning as the childminder sits with them at activities and develops their thought processes as she poses open-ended questions. Children are beginning to understand that print carries meaning and they can handle books with care and enjoy having stories read to them. For example, whilst looking through books she asks the children questions about the pictures and they count the number of animals in the book. Children also have access a suitable selection of programmable toys which increases their understanding of how things work and to introduce them to technology.

Children's independence skills are adequately supported as they are provided with an environment where they can access resources that are suited to their abilities, stages of development and interests. These are stored at the children's level on the floor and the childminder frequently offers the children a variety of activities throughout the course of the day. For example, the children enjoy making shapes with the play dough and experimenting with the different sounds that the musical instruments make.

Children's behaviour is managed in a calm and sensitive manner as the childminder sets clear and consistent limits that help the children to play and work feeling safe and secure. Children receive praise for their efforts and achievements which encourages their self-esteem. The children are encouraged to respect their resources as the childminder reminds them to put away toys before getting more out. Children are provided with a suitable selection of resources, equipment and

activities that are fit for purpose, safe and suitably maintained.

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	4
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:

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 and voluntary section of this report (Safeguarding and promoting children's welfare) 22/03/2011

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 and compulsory section of this report (Safeguarding and promoting children's welfare) 22/03/2011