

Inspection report for early years provision

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Inspection date	18/11/2009
Inspector	Rufia Uddin
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 1998. She lives with her husband and three children, aged 15, 10 and four years. They live in a house in Buckhurst Hill close to local shops, schools and a park in the London borough of Epping. The downstairs of the house is used for childminding. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than two may be in the early years age range. The childminder currently has two children on roll in the early years age range. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder drives with the children to the local nurseries and schools. She attends the local carer and toddler group and goes out on visits to the city farm and the country park on a regular basis. The childminder has a Nursery Nursing Examination Board (NNEB) qualification and is also a member of the National Childminding Association (NCMA). The family has two cats.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a good understanding of the individual needs of children which enables her to meet a range of their learning and welfare needs. Children are able to be independent and make choices as they play in accommodation where they can access appropriate learning and play opportunities. Children are secure in the childminder's care because she gets to know them well as individuals. A suitable selection of age-appropriate play opportunities is provided. Information obtained from parents is used appropriately to ensure that children's individual needs are met. Children are safe and secure and enjoy exploring their local environment. Children settle in well as the childminder spends time with parents finding out about their needs so that she can make sure routines are not disrupted. The childminder has not completed the self-evaluation form but has addressed the recommendations from her last inspection and has started to identify areas for improvement. This demonstrates her commitment to improvement.

What steps need to be taken to improve provision further?

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

- ensure there is a clear defined procedure for the emergency evacuation of the premises (Suitable premises, environment & equipment).

02/12/2009

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

- introduce opportunities for parents to be informed about their child's next steps for development to help them to play a more active role in their child's learning at home
- practise fire evacuation procedures with children and keep records of fire drills

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of her role in safeguarding children, and is aware of the procedures to follow should a concern arise. Parents are made aware of her responsibilities prior to their children attending the setting. Children are also protected because all adults within the childminder's home are vetted for suitability and supervision is attentive at all times. The childminder has a good awareness of the signs and symptoms to look out for, and the correct procedures to follow if she has a concern about a child. Written policies and procedures on safeguarding children are in place, including what to do in the case of an allegation being made against the childminder or a member of her family. Although a clear defined evacuation procedure is yet to be developed, and no records were available of fire drills, responsibilities towards safeguarding children are highlighted to parents through the policies and procedures the childminder shares with them. Children continue to be safeguarded from harm through their play as the childminder ensures good supervision both inside and outside of the property. She has completed detailed risk assessments which cover all areas of the environment and outings. Risk assessments contain details of when they were completed and reviewed and help reduce risks to children. The childminder has put in place necessary precautions to ensure children are kept safe at her home. Gates restrict access to unsupervised areas and the front door remains locked while children are present.

Children's good health and well-being are promoted by the childminder, for example, her day-to-day routines promote hygiene and she manages accidents and illness effectively. The childminder has good relationships with parents, is open and supportive and respects confidentiality. Clear records of accidents are recorded, shared with parents and kept confidential. Details of children are kept secure and confidential. The childminder makes written policies and procedures available to parents, which helps to ensure the efficient and safe management of the provision. 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. Resources are used well to help children learn and develop. The good balanced selection is easily accessible. The childminder has a good awareness about equality and diversity and has a selection of resources to reflect the diversity within the community. Children develop secure trusting

relationships with the childminder, which are enhanced by the well-established relationships between the childminder and their parents.

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 (EYFS). The childminder has a good knowledge of how children develop and learn. The childminder has not completed the self-evaluation form but has addressed the recommendations from her last inspection and has started to identify areas for improvement. This demonstrates her commitment to improvement.

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

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 EYFS learning and development requirements. The childminder has considered each child's starting point and abilities and which activities are suitable to challenge them and help them move on in their learning. The childminder has begun to evaluate these activities and identify how they can be extended to support each child. She skilfully recognises each child as an individual and purposefully plans and adapts activities to meet their specific needs. This means that children with limited communication skills, for example, are helped to extend their vocabulary and understanding when the childminder reads stories to them. The childminder also provides clear explanations as they play and uses good questioning techniques. Children learn the benefits of exercise and extend their physical skills as they play in the well-equipped garden. Children's language skills are encouraged as the childminder constantly talks with them while they play, asking questions, counting and suggesting different activities. The childminder encourages children's confidence and self-esteem by enthusiastically praising them and making them feel valued. The childminder has started to complete observations on the children and has identified children's starting points and next steps, and she has linked these to the general planning of activities and children's interests. Observations of children's progress are informally shared with parents. However, continuity of learning for children is not fully developed because parents are not made aware of their child's next steps for development to enable them to more effectively support their learning at home.

Children benefit from being cared for in a warm, clean and well-maintained environment that is large enough for a number of activities to be taking place at the same time. Their individual routines are recognised and respected and information is shared with parents to ensure continuity of care. The childminder gives high priority to promoting children's good health as she encourages them to wash their hands before eating and when they come inside. Meal and snack times are happy and social occasions where the children sit together at the dining room table. Children enjoy healthy nutritious meals and snacks. Their likes and dislikes are taken into account as are their dietary needs. Drinking water is freely available to ensure that children remain hydrated throughout the day.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
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	2
The extent to which children develop skills for the future	2

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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

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

Met