

Inspection report for early years provision

Unique reference number	504369
Inspection date	14/10/2010
Inspector	Shawleene Campbell

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 2000. She lives with her husband and adult son in a residential area of Dagenham, Essex in the London borough of Barking and Dagenham. The whole ground floor is used for childminding, except the kitchen. A fully enclosed garden is available for outside play.

The childminder is registered to care for a maximum of five children under 8 years at any one time, of these three may be in the early years age group. The childminder currently has three children in the early years age range on roll. The childminder is registered on the Early Years Register and both parts of the Compulsory and Voluntary Register.

The family have a parrot and two dogs.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The children are happy and well settled because the childminder provides a warm and caring environment. The childminder knows the children well and appropriate information is gathered to ensure their welfare needs are known and met. The childminder has developed sound relationships with parents which mean they are kept up-to-date about children's progress. Through regular discussions with parents, the childminder seek their views about the service and care provided. The childminder has addressed the previous recommendation and is keen to further develop her knowledge and the outcome for children through attending further courses.

What steps need to be taken to improve provision further?

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

- obtain written permission from parents before administering medication to children and keep a written record of all medicines given to children (safeguarding and promoting children's welfare) 18/10/2010

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

- further develop procedures to ensure ongoing observational assessments of each child is consistently undertaken; it covers the six areas of learning and identify their next steps to effectively track their progress towards the early learning goals

- further develop procedures to ensure parents are able to contribute to children's ongoing assessments to support their learning and development
- further develop knowledge of the Early Years Foundation Stage guidance to effectively support children's learning and development
- further develop the self-evaluation process to help identify ways to improve outcomes for children

The effectiveness of leadership and management of the early years provision

The childminder has recently attended a safeguarding course and she has a sound understanding of child protection issues and procedures. This promotes and safeguards children's welfare within the setting.

The childminder is caring for more children than her conditions allow. This is an offence unless the provider gives reasonable excuse. On this occasion the provider did so and Ofsted does not intend to take action.

The children are cared for in a safe environment because the childminder undertakes regular visual risk assessments. Their safety is further promoted because risk assessments are carried out for routine outings. Written policies and procedures guide the childminder in her daily practice. This ensures children's needs are met. Most required information is obtained and shared with parents with the exception of obtaining written parental consent before giving children medication and ensuring medicines administered are documented.

Since the last inspection the childminder has attended a number of courses to further promote the outcomes for children, such as child protection, The Early Year Foundation Stage Communication, Language and Literacy; Early Communication Speaking and Listening. The childminder is aware of some areas for further development. However, processes for self-evaluation have yet to be fully developed to effectively identify many areas for improvement. The childminder has some understanding of the Early Years Foundation Stage to ensure children are supported. The organisation of the day allows the childminder to spend individual time with children to support their interests and learning.

The childminder has developed positive relationships with parents. Information about children's progress and well-being is exchanged at the beginning and end of the day. However, procedures have yet to be fully developed to ensure all children's developmental records are shared with parents and they are able to contribute to children's ongoing assessments to effectively support their learning at home and in the setting.

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

The children are content and enjoy their time spent at the setting. The childminder spends time playing with children to support their learning and development. Children are familiar with the routine and their independence skills are developing well. On their arrival from school they take their shoes and school uniform off, changing into casual clothes. The children are generally well behaved and are able to follow simple instructions well, such as following basic road safety instructions when on routine outings.

The children take part in a sufficient range of planned and free play activities to support their learning, for example going on shopping trips within the local community, Kids Kingdom and the park. Although the children are steadily making progress in their learning and development, procedures have yet to be fully put in place, to ensure observations and assessments are consistently undertaken to effectively track children's progress towards the early learning goals. The childminder is able to talk about children's personalities, likes and dislikes in detail. She has begun to carry out observations and is able to talk about how she is moving children on in their next stage of development. However, procedures have yet to be fully developed to ensure children's next steps are consistently documented. The childminder gathers appropriate information about children's starting points to enable her to build on what they already know, for example 'all about me'.

The children benefit from tactile experiences as they receive kisses and cuddles throughout the day allowing them to have a sense of belonging. Babies communicate in a variety of ways and they respond well to the childminder's voice by babbling, gurgling and blowing raspberries. The childminder supports children who speak English as an additional language well, by talking clearly and slowly. She has learnt some key words in Lithuanian, such as parrot and apple. Older children's hand and eye co-ordination is developing well as they spend time building towers with wooden bricks. Children take part in regular physical activities that contribute to a healthy lifestyle, such as going to the park. The children are interested in the resources on offer and to maintain their interest the childminder uses the local toy library. The children are beginning to solve simple problems when play with the posting box and house.

The children are cared for in a clean and well maintained setting and through practical routines they are encouraged to wash their hands to minimise the spread of cross infection. The children are able to move freely and comfortably because there are appropriate safety measures in place. The children's safety is further promoted because they take part in regular fire drills. To engage children's interest they wear their fireman's hat. This enables them to think about their safety in the event of an emergency evacuation.

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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