

Inspection report for early years provision

Unique reference number	EY137267
Inspection date	25/03/2011
Inspector	Caren carpenter
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 2004. She lives with her husband and two young children in a three bedroom house within London borough of Harrow. The whole of the ground floor of the house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of three children under eight years and is currently caring for one child in the early years age group. The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register.

The childminder drives and walks to local schools to take and collect children.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and secure in the childminder's care because she recognises their individual needs and provide well for them. Although, the childminder knows children's interest and capabilities, she does not have systems in place for assessing and observing children's learning and development. Positive relationships with parents ensure that children's individual needs are catered for. The childminder has some awareness of her strengths and weaknesses. However, systems to evaluate and plan for future improvements are not yet established.

What steps need to be taken to improve provision further?

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

- Practice fire drill with the children to assist with their quick and safe evacuation from the home
- involve parents in their children's learning and development by sharing information about their starting points
- develop methods for undertaking observations and assessments which are used to identify children's learning priorities
- develop the use of self evaluation to clearly identify what is being done well and priorities for improvement.

The effectiveness of leadership and management of the early years provision

The childminder has a secure knowledge of how to safeguard children in her care. She understands how to manage child protection concerns and is aware of the possible signs and symptoms of abuse and neglect.

Children play safely, because the childminder carries out regular risk assessments in all areas of her home to promote children's safety and records her findings. However, children do practise fire drills to enable them to become familiar with it, to assist with their quick and safe evacuation from the home, should the need arise.

The childminder is beginning to identify her strengths and areas for improvements although she has not established systems for monitoring and evaluate the continued quality of her provision. She is keen to putting her ideas into practice through developing her knowledge and understanding of the early years foundation stage.

The childminder has addressed all previous recommendations to improve the service offered to children and families. For example, all hazards in the garden have been minimised to promote children safety. Parents have provided written permission for transporting their children in a vehicle.

The childminder organises her home and play resources well enabling children to make choices freely and safely. For example, children choose from a selection of toys and resources that are stored in boxes supporting their independence skills. The childminder ensures that records, are organised and maintained to ensure that the needs of all children are met.

The childminder has a positive attitude towards inclusive practice and works closely with parents to provide for their children's care needs. Children are supported in developing English an additional language and are helped to value their own cultures and beliefs. This contributes to building their confidence and self-esteem.

The childminder works well with parents and keeps parents informed about their children's daily routine and their developmental progress to ensure their individual needs are met. However, she does not involve parents in their children's learning to support them to achieve as much as they can in relation to their starting points and capabilities. The childminder has an encouraging attitude to developing and forming links with other providers to ensure continuity of care and learning for the children.

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

Children enjoy their time with the childminder. They are engaged, happy and interested in their play. They confidently make independent choices and self-select toys they are interested in. This is because the childminder has a suitable understanding of the learning development needs of the children in her care and provides a satisfactory range of suitable activities.

Children enjoy participating in a range of activities, such as building and constructing, looking at books, playing with play dough and painting. Children recognise numbers, shapes and colours in their daily play and enjoy exploring and

investigation a selection of interactive toys that support their learning as they find out why things happen and how things work. This helps children to develop skills for the future. Although, the childminder knows children's interest and capabilities, she does not have systems in place for assessing and observing children's learning and development to help them make good progress in their learning and development.

Children are encouraged to follow good hygiene practices which minimises the risk of cross infection. They learn why they must wash their hands before eating. The childminder has a good understanding of the procedures to be followed in respect of a sick or injured child, the administration of medication and accident management. Children enjoy healthy and nutritious meals and snacks. They are offered regular drinks at all times. Children have opportunities to enjoy fresh air and exercise for example; they play in the garden, promoting their health and well-being.

Children's knowledge about personal safety is encouraged by discussions with the childminder about the importance of following road safety rules. Children's growing confidence is supported because the childminder provides a caring environment. She states that she offers praise and encouragement to children which helps them gain confidence and self-esteem.

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:

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:

- devise and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect and ensure it includes the procedure to be followed in the event of an allegation being made against the childminder (Arrangements for Safeguarding children)(this applies to both parts of the childcare register) 29/04/2011
- 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) 29/04/2011

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:

- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect(Arrangements for Safeguarding children) 29/04/2011
- take action as stated in the compulsory part of the Childcare Register((Procedures for dealing with complaints) 29/04/2011