

Inspection report for early years provision

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Inspection date	22/06/2012
Inspector	Jane Wakelen
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 registered in 2003. She lives with her husband and five children with ages ranging from 18 years to three years. The family live in a flat in Bow in the London Borough of Tower Hamlets. The whole of the childminder's home is used for childminding apart from two bedrooms and there is a fully enclosed garden for outside play. The family has a dog as a pet.

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. She is currently minding two children in this age range. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder collects children from local schools and attends several toddler groups on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children feel safe and settled in the care of the childminder. She provides suitable activities for children to play, although assessment and planning are not yet implemented effectively to promote children's learning. The good partnership with the parents and systems for sharing information keeps them fully informed about the care of their children. However, partnerships with other providers is not fully established. The childminder has carried out a basic self-evaluation of her service to identify her strengths and areas to develop, including the breach of regulations to hold a current first aid certificate. Her acceptable monitoring and regular training provides satisfactory outcomes for continuous provision.

What steps need to be taken to improve provision further?

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

- complete an appropriate paediatric first aid course (Suitable people) (also applies to the both parts of the Childcare Register) 20/07/2012

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

- use observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child
- provide an environment that supports every child's learning through planned

- experiences and activities that are challenging but achievable
- develop partnerships with other settings to work together for the benefit of children so there can be continuity in their learning.

The effectiveness of leadership and management of the early years provision

The childminder provides a safe, secure place to play because she understands the importance of safeguarding children. She attends training and renews this on a regular basis to keep her knowledge up-to-date. An effective policy is in place and implemented by the childminder, including contact details for outside agencies. This ensures processes are secure if the childminder has concerns about any children in her care. She carries out accurate risk assessments of her home, garden and outings. Therefore, children are further protected against hazards in the environment. The childminder obtains written permission for emergency medical treatment from parents to protect children in an accident. However, she does not hold a current first aid certificate which is a breach of a specific legal requirement. All relevant members of the household have had Criminal Record Bureau checks to ensure their suitability.

Children play with a range of good quality toys and resources which are easily accessible. However, these are not always used effectively to meet all children's needs, due to the lack of assessment to inform the planning. Many resources reflect diversity, providing positive images of different cultures and disabilities. The childminder has a sound knowledge of children's individual needs and backgrounds and uses this to provide support. Any negative behaviour is acted upon, including giving children information to support their understanding of differences. The many opportunities to meet their local community, further supports children's understanding of inclusion.

The parents and the childminder work well in partnership, sharing information to meet children's individual needs. Parents have good opportunities to share their views and opinions verbally or through questionnaires, informing future decisions by the childminder. Parents give written consent for aspects of care, for example, allowing their children to be transported in a vehicle and to have sun cream applied. This promotes children's well-being and safety. Certificates are displayed and written policies shared with the parents keeping them well informed about the provision. Partnerships with other providers are not fully established, although the childminder understands the importance of sharing information.

A basic self-evaluation is carried out by the childminder to monitor the provision she is offering. She identifies her strengths, providing a welcoming, safe environment for children. Weaknesses, for example in observation, assessment and planning, have been identified by the childminder who is seeking support from the local authority co-ordinator. Most of the actions taken by the childminder present a beneficial impact on children's welfare, learning and development. Therefore, resulting in satisfactory continuous provision.

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

Children are settled, happy and confident in the childminder's care. They happily move around, selecting toys from around the room and are very familiar with the daily routine and processes. For example, children happily lay down on the mat for nappy changing, or put their hands out to be washed before eating. The childminder sits alongside the children, talking to them and encouraging their speech through simple labelling and the good use of books. The childminder is aware of the importance of introducing letters and sounds and uses books, letter beads and children's names for this. Younger children explore the small world toys and confirm the objects name through repetition and sharing it with the childminder. They proudly hold the cars and make a siren noise as they drive it along the floor. Children experiment with the electronic toys, pressing buttons and listening to the noise this makes. Children generally make satisfactory progress in communicating, literacy, numeracy and skills relating to information and communication technology. They are learning to make choices of toys and developing co-operation skills and turn taking as they play alongside their peers.

The childminder knows the children well. She takes photographs to display in their books, alongside some of their pictures and a few written observations. She has simple plans in place detailing toddler groups the children will be attending. However, plans to identify children's individual needs or interests are not in place. This results in children not always being fully extended in their development across the six areas of learning.

Children have good opportunities to learn about living a healthy lifestyle. They have daily opportunities to benefit from fresh air through visits to the park, school runs and play in the garden. Children learn why it is important to follow good personal care routines such as washing their hands before eating and after using the toilet. The use of antibacterial soap and individual towels further promotes good practice, including good procedures for nappy changing. Healthy options for snacks, support children's understanding of healthy eating, together with drinks of water or milk.

Children learn about keeping themselves safe. They practice fire drills with the childminder, understanding the importance of evacuating her home in an emergency. Children learn about taking care with the toys, not to hurt each other and to play with them safely. For example, younger children do not have access to the small pieces of jigsaws or beads to prevent a choking hazard. They demonstrate a sense of security, approaching the childminder for a cuddle or to share their play. This good quality interaction and the well-organized care routines support children's sense of security and confidence.

Children play well independently and learn to take turns with their peers. Young children display a strong sense of belonging as they find their chair to sit on or find their cup for a drink, promoting their independence. They have good opportunities to learn about diversity using the range of toys and resources. Children make choices about what they would like to play with from the accessible toys. They

receive praise and encouragement from the childminder who values each child as an individual.

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	2
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	2

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	2
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	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 section of the report (Welfare of the children being cared for) 20/07/2012

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 section of the report (Welfare of the children being cared for) 20/07/2012