

Inspection report for early years provision

Unique reference number	EY245293
Inspection date	20/10/2011
Inspector	Samantha Smith
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 April 2003. She lives with her two sons, who are ten and 19 years old in the Hornsey area of the London borough of Haringey. Children have access to the whole of the ground floor, the first floor bedroom and a bathroom and an enclosed garden is available for outdoor play.

The childminder is registered to care for a maximum of six children under eight years. There are currently has four children on roll. Three are in the early years age group and attend part-time four days a week. Children are regularly taken out to visit the local drop-in centres and facilities.

The childminder is a member of the National Childminding Association (NCMA).

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder's practice is sufficiently inclusive and she demonstrates that she is meeting children's care and learning needs suitably. The childminder sufficiently safeguards the children and supports their welfare, although risk assessments are incomplete and some record systems do not support confidentiality. Suitable partnerships have been established with parents and carers although the childminder does not consistently involve them fully in their children's learning. The childminder demonstrates a sound awareness of the importance of developing partnerships with other early years provisions involved with children. Observations and assessments are in place, although these do not yet effectively promote children's learning. The childminder's capacity to improve is sound as she takes steps to address previous recommendations and is beginning to evaluate her practice.

What steps need to be taken to improve provision further?

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

- conduct a risk assessment and review it regularly, at least once a year or more frequently where the need arises. Identify aspects of the environment that need to be checked on a regular basis; maintain a record of when these aspects have been checked and of any action taken following an incident or review. (Suitable premises, environment and equipment)

22/11/2011

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

- further develop the observation and assessment systems in order to plan more effectively to meet children's individual learning needs
- further develop partnerships with parents by consistently encouraging their contributions towards their child's developmental records to support and extend children's learning and development
- further develop monitoring systems to identify strengths and priorities for development to improve the quality of provision for all children and seek parents' views to support this
- review the procedures for keeping information confidential, with particular reference to records of accidents and medication administered to children.

The effectiveness of leadership and management of the early years provision

On the whole the childminder organises herself well and there are suitable arrangements in place that contribute towards the protection of children. The childminder demonstrates a sound knowledge and understanding of the procedures she would follow if she had concerns about the welfare of children, including the procedure to follow if an allegation is made against herself or a member of her household. Most of the required documentation and records are in place and appropriately maintained, contributing towards the safe and efficient management of the setting. Sound vetting procedures are in place to check other adults living in the home are suitable to have regular contact with children. Appropriate fire safety equipment is in place and in good working order and the childminder demonstrates her awareness of potential hazards. She undertakes risk assessments to identify most hazards within her home and on outings. However, these assessments are ineffective in identifying and managing certain risks to children, in particular when children are in the upstairs of the childminder's home. Furthermore, there are no systems in place for the reviewing of the risk assessments and no record of when, by whom or what action has been taken following a review or incident. This breaches requirements. This potentially compromises children safety.

There are sound systems in place to manage the administration of medication and for dealing with accidents, although record systems compromise confidentiality. The home environment is suitably organised and provides a range of play experiences across all areas of learning and suitable for the needs of the children attending. The childminder makes effective use of her home and other local facilities to provide stimulating play and learning experiences for children. The garden is appropriately organised and used effectively to provide a range of physical and messy play experiences including climbing frames, easels for painting and rockers.

The childminder demonstrates a sound awareness of equality and diversity and has made some effort to reflect this in her practice. She has a small selection of books that depict positive images of people from different backgrounds and she engages

children in activities to raise their awareness of various cultural celebrations. For example, for Chinese New Year the children made masks, using recycled materials. Suitable partnerships have been established with parents. Information is gathered from them at the beginning of their child's placement and the childminder uses this to support their individual routines from home. This contributes towards the continuity of care that children receive. Some effort has been made to include parents in their children's learning. The childminder shares information with them about the progress their children are making. However, their observations to support their children's education and views about the provision are not consistently sought.

Currently, none of the children attend any other provision; however, the childminder demonstrates that she is aware of the benefits of such partnerships. The childminder has begun to evaluate her practice and has taken appropriate steps to address previous recommendations from the last inspection. She attends courses to develop her knowledge, such as for baby sign which she now uses when singing with the children. Her capacity to maintain improvements is sound.

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

Children are happy and well settled in the childminder's home, where their individual needs are known and considered. They spend their time happily engaged in a range of activities which are generally suited to their individual needs. They benefit from the positive relationships they establish with the childminder. They confidently approach her when they want support and she in turn is equally responsive. The childminder respects and adheres to their routines from home and parental preferences. A small selection of resources that promote positive images are available and children take part in activities to raise their awareness of different cultural celebrations.

The childminder organises a safe and inclusive learning environment. Resources are appropriately stored where children easily access and explore them. This helps them develop confidence as they make free and informed choices about their play. The childminder demonstrates that she has a sound knowledge and understanding of Early Years Foundation Stage. She makes good use of resources to provide children with an all-round learning experience. The childminder has built up a profile of work products, photographs and observations for each child in support of their learning. However, the quality of the observations is not fully reliable and therefore they do not help the childminder fully support children's progress. This is because the identified next steps of learning are not always focused. Neither is it clear whether or how observations are used to inform future plans or whether these are followed through or achieved.

Children enjoy the positive interactions they share with the childminder as she engages with them in their play. She encourages their thinking and communication skills through regular conversations and appropriate questioning. For example,

whilst engaging in role play with the children she talks to them about where they are going and what they are going to. The childminder teaches children to be safety conscious; when walking up and down the stairs she encourages them to hold onto the banisters. Children learn about keeping themselves safe in an emergency as they take part in regular emergency evacuation practises.

Children enjoy regular opportunities to engage in physical activities. They access the garden and visit the park, where they use the large equipment available. Daily routines support children in developing appropriate hygiene practices. They are encouraged to wash their hands at appropriate times throughout the day. Their physical well-being is promoted by the childminder as she changes children's nappies according to their needs and follows parental wishes with regards to children's sleep routines. The childminder's own personal hygiene practice sets a good example to children and prevents the spread of cross infection. She washes her hands at appropriate times throughout the day, including in between changing children's nappies. The changing mat is cleaned regularly.

Children behave well and respond positively to the childminder's requests. The childminder encourages appropriate behaviour through praise and valuing each child's achievements. Children develop social skills through visits to playgroup, where they meet up and play with other children. Children are beginning to show genuine care and concern for each other as they follow the good example set by the childminder. They receive appropriate support as they learn to co-operate, share and negotiate turn taking with each other.

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:

- undertake a risk assessment of the premises and equipment and ensure that all necessary measures are taken to minimise any identified risks. (Suitability and safety of premises and equipment) (also applies to the voluntary part of the childcare register) 29/11/2011

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 compulsory part of the Childcare Register section of the report. (Suitability and safety of premises and equipment) 29/11/2011