

Inspection report for early years provision

Unique reference number	EY272018
Inspection date	01/12/2011
Inspector	Shaheen Belai
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 2003. She lives with her husband and their three children, two of adult age and one aged 10 years. The family lives in Bow, in the London borough of Tower Hamlets. The children have access to the whole of the ground floor and there is an enclosed outdoor play area.

The childminder is registered to care for a maximum of six children under eight years of age, of whom three may be in the early years age range. The childminder currently has two children on roll in the early years age range, attending on a part-time basis. The childminder is registered on the Early Years Register, the compulsory and voluntary parts of the Childcare Register. The childminder has a cat.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children access a suitable range of activities and attend a range of groups that help promote their learning and development. The childminder works with parents which helps her to recognise and meet children's unique needs. She makes observations of children's achievements but her systems to use this information to monitor their progress and plan for their learning needs are still in their infancy. Most necessary records are in place. The childminder demonstrates a satisfactory capacity for continuous improvement although her systems for self-evaluation are not yet fully developed.

What steps need to be taken to improve provision further?

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

- obtain prior written permission for each and every medicine from parents before any medication is given (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register)
- 15/12/2011

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

- improve the systems for monitoring and assessing children's progress towards the early learning goals
- develop further a culture of reflective practice and self-evaluation to improve the outcomes for children, for example by exploring further training opportunities.

The effectiveness of leadership and management of the early years provision

The childminder has an appropriate understanding of child protection procedures and how to report concerns to the relevant agencies. She uses written risk assessments to identify potential hazards in the home and on the different outings undertaken. She uses safety equipment, such as a fire blanket and smoke alarms on all levels of the premises, to help ensure children's safety. Most necessary documentation is in place to contribute to safeguarding. However, the childminder does not obtain prior written permission for each and every medication to be administered to children. This is a legal requirement and has a potential impact on children's wellbeing.

The childminder uses her premises appropriately to support children to engage in a range of play activities indoors and outdoors. The indoor environment is organised for children to sleep safely and have ample play space to play. The children benefit from the warm and caring relationship established between them and the childminder. Inclusion is promoted well in practice, as the childminder is aware of children's individual needs. She values and includes all children and makes sure they have equal access to learning resources. They learn about diversity through using a sufficient range of resources that reflect positive images of culture, gender and disability, including books and puzzles.

The childminder has developed professional partnerships with parents. Parental feedback is positive, as they are pleased with the flexible service she offers. The childminder supports the exchange of information, through daily discussions about their child's day. She provides parents with copies of her policies and procedures to inform them of how her service operates. Although no children currently attend any other settings delivering the Early Years Foundation Stage, the childminder is aware of the need to work with them to provide continuity of care.

The childminder has a sufficient capacity to improve her service. Since her last inspection, she has met the previous recommendation to support children's safety and has attended first aid training. However, her improvement has been minimal in other aspects of her practice. She has only recently begun to use self-evaluation to identify strengths and areas for improvement and this is not yet fully effective.

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

The childminder has an adequate understanding of the Early Years Foundation Stage framework. She plans her day to include the use of local facilities, such as the toy library, story telling sessions and the local park. She keeps a record of her daily activities, which identify the use of specific resources to reflect the six areas of learning. She has carried out a few written observations of children's learning, identifying the learning outcomes and basic next steps. In addition, she keeps a

detailed weekly diary that includes information about the children's day. For example, what the children have played with, venues they have visited and children's developing interests. However, the childminder does not use this information to identify learning outcomes or to fully monitor children's progress towards the early learning goals. This means that she is not able to plan fully for each child's unique learning needs.

Young children demonstrate a sense of belonging and trust with the childminder. For example, they happily respond as they are cuddled after waking up. They develop confidence in their social skills as they attend a range of groups where they learn to play with other children. They like to look at the range of books on offer, which the childminder selects carefully to support individual development. For example, young children like to operate the buttons on books that make noises to accompany the pictures. Children's developing language and vocabulary is supported by the childminder, because she reads, sings and talks while playing alongside them. Children explore early maths as they play with a range of puzzles and shape sorters. They initiate their own play, such as sorting and posting animals in and out of containers. They take part in a satisfactory range of creative play activities, such as hand-painting and water play. Dolls, play houses and pushchairs offer children useful props for imaginative play. Books with animals support children's understanding of the wider world. This is further supported with visits to the local farm and by visiting the park to feed the ducks. Children develop concentration skills as they show interest in toys that require them to operate dials, levers and buttons.

Children are learning about health and hygiene through established daily routines. The childminder follows suitable nappy changing and involves children in effective hand washing routines. The toilet area is equipped with a step-up, to support children to become independent in their personal care. Children are offered drinks throughout the day so that they do not become thirsty. The childminder offers fruit to children as snacks which helps them learn about healthy eating. Children have balanced opportunities to rest and be active in the day, as the childminder recognises the importance of this for their well-being. They walk to all community venues, because the childminder knows the benefits of fresh air and exercise for the children's physical well-being. Children behave well and receive praise for their achievements which promotes their self-esteem. They are learning about how to keep themselves safe, through learning about road safety and being included in regular emergency evacuation drills.

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

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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:

- take action as specified in the early years section of the report (Records to be kept) 15/12/2011

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 early years section of the report (Records to be kept) 15/12/2011