

Inspection report for early years provision

Unique reference number	EY289166
Inspection date	17/12/2009
Inspector	Jane Mount
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 August 2004. She lives with her five year old child in the London Borough of Harrow, Middlesex. The property is situated within easy walking distance of shops and Harrow and Wealdstone railway station. The childminder's home is situated on the ground floor of a block of flats and all areas are included in the registration. No garden facilities are available for outdoor play and so the childminder makes use of local parks that are a short drive away. Overnight care is not provided and the family have no pets.

The childminder is registered by Ofsted on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register. She is registered to care for a maximum of three children under eight years at any one time, of whom, no more than two may be in the early years age range. The childminder is currently minding two children in this age group. She also offers care to children aged over five to 11 years although none currently attend.

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 is beginning to develop a sound knowledge and understanding of the Early Years Foundation Stage (EYFS) and is generally implementing it well. She provides a range of play and learning experiences to enable children to make progress in their learning, although, planning and assessment systems are still in the early stages of development. The childminder provides a suitable and safe environment where children feel secure and happy in her care. Partnerships with parents are suitably developed to ensure children's individual needs are met and all children are fully included. Children are safeguarded and their welfare is promoted. However, processes for monitoring the setting to ensure continuous improvement are not fully effective and, consequently, some required policies and procedures are not in place.

What steps need to be taken to improve provision further?

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

- ensure there is a procedure in place for dealing with concerns and complaints from parents and keep a written record of complaints and their outcome (Safeguarding and promoting children's welfare). 10/01/2010

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

- develop further observation and assessment systems and use these more effectively to plan the next steps in a child's developmental progress
- implement a quality improvement process, such as self-evaluation, to monitor and extend effective practice and ensure continued improvement.

The effectiveness of leadership and management of the early years provision

The environment in which the children are cared for is safe and children's welfare is overall safeguarded. For example, the childminder ensures all household members and regular visitors have appropriate background checks undertaken. She is familiar with the child protection procedures to follow should she have a concern and is to increase her knowledge and understanding further through attending a safeguarding course in the New Year. The childminder is conscious of safety and has taken suitable measures to protect children. For example, tape has been fitted to the kitchen cupboard doors to make the contents inaccessible to children. Also, the front door is secure to ensure no-one can gain unauthorised access and children cannot leave unsupervised. Close supervision by the childminder keeps children safe and a written risk assessment has been implemented which is generally informative and shows how potential hazards are identified and minimised. On-going visual assessments also keep children safe.

Since the last inspection the childminder has worked hard to make the improvements required to promote children's care, learning and welfare. Overall, this has been successful and outcomes for children have improved with most actions previously set, successfully addressed. For example, most documentation required for the safe and efficient management of the setting and to meet the needs of children is now in place. Also, the childminder has increased her knowledge and understanding of the EYFS framework through receiving support and help from the local authority which has enabled her to review and improve her practice significantly. The childminder is now generally aware of her strengths and some of the areas requiring further improvement. However, no effective systems are yet in place to monitor and evaluate her practice to ensure continued improvement. Consequently, there are still some areas which require further development, such as, ensuring there is a procedure in place for dealing with concerns and complaints from parents and keeping a written record of complaints and their outcome.

Resources are accessible and developmentally appropriate and the daily routine is planned to ensure children are fully included and their individual needs are met. All children and families are valued and appreciated. The childminder welcomes the children in her care and their parents into her home and she works closely with parents to provide an inclusive environment. The childminder is developing a portfolio to share information about the setting with new and prospective parents. Information is then verbally exchanged on a daily basis with parents to ensure children's needs are met. The childminder demonstrates a positive attitude and awareness to liaising with other early years settings delivering the EYFS to

promote the integration of care and education, and to ensure children are fully included.

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

The childminder is beginning to develop a sound knowledge and understanding of the EYFS framework to ensure children make progress in their learning and development. She understands that every child is unique and works with parents to ensure children's individual needs are met. She is beginning to know the children in her care well and she uses this information to support them in their learning. Simple observation and assessment systems are in the early stages of development. However, systems do not yet show how children are progressing and the information is not always used effectively by the childminder when planning future activities and play experiences to support children fully in their learning.

Children are becoming active learners as generally there is a mixture of adult-led and child-initiated play. Overall, children experience an adequate range of play experiences which generally cover the six areas of learning, are usually led by children's interests and which provide some challenge. From an early age children are able to make some decisions in the activities they play with and the environment is organised with some resources accessible; children enjoy choosing their favourite toy or game to play with. The childminder supports children in their play, encouraging their conversation to develop their early language and communication skills. Children have some opportunities to express themselves creatively and participate in some art and craft activities such as drawing and colouring or cutting out and sticking. Children's numeracy and problem solving skills are overall promoted through everyday situations. For example, children sometimes count when going up and down stairs. Children are beginning to gain an understanding of diversity and the wider world through activities and experiences they participate in. For example, through discussion children learn about other cultures and religions such as learning about Eid, Diwali, Christmas and Easter. Children have some opportunities to learn about other countries such as when they talk about holidays. Children learn about the local community such as when they go out walking or visit the shops, the library or the park.

The childminder has strategies in place to promote children's health and well-being. For example, she has a sickness policy which she verbally shares with parents and follows if children are unwell which minimises the risk of cross infection. Children are beginning to learn about the importance of simple personal care routines to keep themselves healthy and to prevent them from becoming unwell. For example, the childminder ensures children wash their hands before eating or after visiting the toilet. Children receive a healthy, balanced diet and are developing an understanding of healthy foods with healthy eating promoted. For example, they talk about the importance of eating fruit and vegetables and are encouraged to eat fruit at snack time. Children develop a positive attitude towards being active as they have opportunities to practise and develop their physical skills. For example, they visit the park where they enjoy climbing or playing on the swings. They also regularly visit the home of the childminder's sister, who is also a

childminder, where they enjoy playing in the garden. Children's safety is protected and they are developing an understanding of how to keep themselves and others safe. For example, when out walking they discuss road safety and how to cross the road safely and children learn to look and listen for cars. In the car, children know they must sit in the correct car seats and wear seat belts to keep safe. Positive relationships between the childminder and children enable children to feel secure and settled in the childminder's care. Children's behaviour is managed well and the childminder promotes positive behaviour. Praise and encouragement are regularly used to develop children's self-esteem and to encourage a sense of achievement. For example, children are beginning to learn how to share and to take turns, and a star chart is used as a way of recognising and acknowledging positive behaviour.

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

How effectively is the Early Years Foundation Stage led and managed?	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:

- ensure there is a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register (Procedures for dealing with complaints; this also applies to the voluntary part of the Childcare Register) 10/01/2010
- 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). 10/01/2010

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 section of the Childcare Register of the report (Procedures for dealing with complaints) 10/01/2010
- take action as specified in the compulsory section of the Childcare Register of the report (Arrangements for safeguarding children). 10/01/2010