

Inspection report for early years provision

Unique reference number	EY337523
Inspection date	17/06/2010
Inspector	Anneliese Fox-Jones
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.

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Description of the childminding

The childminder registered in 2006. She lives with her husband and two children aged two and four years in a residential area in the London borough of Barnet. Their first floor flat is within walking distance of local schools, shops, a main-line train station and underground station. The whole of the property is used for childminding. Children have access to a garden space. Local parks and playgrounds are also nearby.

The childminder is registered in the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of four children under eight years, of these not more than two may be in the early years age group and of these not more than one may be under one at any one time. She is currently caring for one child in the early years age range.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder meets children's individual needs through effective relationships with parents, ensuring all relevant information is shared. She promotes children's welfare, learning and development by using her developing knowledge and understanding of the Early Years Foundation Stage within a generally inclusive and safe environment. Children's health and welfare needs are mostly protected, however, the childminder has yet to fully extend her knowledge in first aid and safeguarding children. Children are generally making progress in their learning and development as the childminder provides a range of developmentally appropriate play experiences. However, systems for observing and assessing children and planning their next steps of learning are still under development. The childminder is interested in the importance of reflecting on her practice, although self-evaluation processes are not yet well developed.

What steps need to be taken to improve provision further?

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

- conduct a risk assessment and record when it was carried out and by whom. Regularly review the risk assessment, at least once a year and include the date of review and any action taken following a review for incident (Suitable premises, environment and equipment) 02/07/2010
- complete appropriate paediatric first aid training by 31st July 2010. (Safeguarding and promoting children's welfare) (also applies to the compulsory and voluntary parts of the Childcare Register). 31/07/2010

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

- update the record of risk assessments to include any assessments of risks for outing and trips
- develop further the records of observation and assessment and use the expectations of the early learning goals to plan the next steps in a child's developmental progress
- extend knowledge and up-to-date understanding of safeguarding children issues and follow appropriate guidance and publications
- develop a quality improvement process, such as ongoing reflective practice and self-evaluation processes to identify strengths, monitor and extend effective practice and ensure continued improvement.

The effectiveness of leadership and management of the early years provision

The childminder's organisation of her provision is sound and ensures that children receive care which is safe and reliable. She maintains most documentation which supports the efficient management of the provision. The environment is child-friendly and supportive and gives children opportunities to become independent and develop confidence. The childminder is cautious about children's safety around the home and she has devised a health and safety and outings checklist with appropriate safety measures in place. However, she has yet to complete a paediatric first aid course and maintain a robust risk assessment record of all aspects and action taken within the home, including any assessments of risks for each specific outing and trips that children enjoy. The childminder is able to safeguard children from harm or neglect as she has an appropriate understanding of her role in child protection. However, she does not have up-to-date literature and guidance on current safeguarding issues. The childminder has some awareness of her strengths and readily accepts that some areas require improvements, although she lacks a clear focus for this. Despite this, the childminder has a positive attitude to developing her practice through self-evaluation.

The childminder provides a welcoming environment. She organises her time and resources to ensure children's needs are met. She builds effective relationships with parents which contributes to children's individual needs being met appropriately and there are positive measures in place that keep them informed about her setting, the child's well-being and what they have been doing. Children enjoy a secure environment that encourages their independence because many resources are easily accessible and rotated around to engage children's changing interests. Children's learning of the wider world is mainly supported through regular visits to various toddler groups, which enhances children's opportunities to celebrate different cultural celebrations throughout the year. Children are encouraged to mix with others, learn to respect others and develop friendships, regardless of their backgrounds. The childminder is aware of the importance of building links with other settings to share the delivery of the Early Years

Foundation Stage where this is applicable and demonstrates how this can be achieved.

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

Children build secure relationships and settle well. They develop a warm bond with the childminder and this contributes to them feeling happy and safe. The childminder gathers sufficient information about the children in order to provide continuity of care. The environment is generally comfortable and reassuring. Children's contributions to their welfare are promoted appropriately through everyday practices. Children are developing a growing awareness of keeping themselves safe as they listen to gentle reminders to be careful and the childminder explains road safety messages when they are out. The childminder acts as a positive role model when carrying out hygiene routines to ensure appropriate messages are given. Children's behaviour is managed effectively due to the childminder's approach in promoting positive behaviour. Children gain confidence and self-esteem as they are constantly praised.

Children have adequate opportunities to learn and develop through a variety of adult and child-led activities which sustain children's interests. The childminder demonstrates a sound understanding of how well she is getting to know each child and shares their daily routines with parents. However, observation and assessments of children's learning and development are not yet effectively used to inform planning or linked to children's priorities for learning towards the early learning goals. Nonetheless, children are generally interested in what is available and show curiosity in how things work. For example, they recognise the purpose of making a train work, by placing the train driver in the front of the train and are excited to watch the path the train takes around the room.

Opportunities exist for children to draw and explore various media such as sand and play dough, which help them to develop their creative skills. Effective use is made of the local community as they participate in regular visits to local parks and toddler groups that help them become familiar with the environment and the world they live in. Children appear content and enjoy their time the childminder, developing communication and language skills through their interactions with her. Children are encouraged to develop confident physical skills. They enjoy being physically active in the garden and local parks. Children develop basic skills for the future such as literacy and numeracy through their play and daily routines. For example, they share books and develop an awareness of number and problem solving during cooking activities and mealtimes.

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:

- take action as specified in the early years section of the report (Arrangements for safeguarding children) 31/07/2010

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 early years section of the report (Arrangements for safeguarding children). 31/07/2010