

Inspection report for early years provision

Unique reference number	EY339871
Inspection date	18/01/2012
Inspector	Sharon Henry
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 has been registered since 2006. She lives with her adult daughter in the Edmonton area of the London Borough of Enfield. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder may care for no more than four children under eight years; of these, not more than three may be in the early years age group, and of these, not more than one may be under one year at any one time. The childminder is currently minding one child in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder knows the children well and provides a welcoming environment for all. Partnerships with parents are developing appropriately to meet children's welfare needs. The childminder carries out observational assessments but these do not effectively inform future planning. However, risk assessments are not carried for every outing and the security of the home has not been effectively considered. The process for evaluating the impact of the practice on children's progress is not yet established and this results in some gaps in the provision. The childminder is aware of some strengths in her practice and is keen to develop further, demonstrating some capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- keep a daily record of the names of the children
looked after on the premises and their hours of
attendance (Documentation) (also applies to both
parts of the Childcare Register) 24/02/2012
- take necessary steps to safeguard and promote the
welfare of children ensuring the premises are secure
and risk assessments are carried out for each type of
outing (Safeguarding and promoting children's
welfare) 24/02/2012

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

- increase the range of images and resources that reflect diversity and
equality, to increase children's understanding of the diversity of our wider
world

- develop the current system of planning and assessments to ensure that the learning intentions and next steps for individual children's learning are clearly identified and followed through
- increase opportunities for children to enjoy outdoor play in order to explore, use their senses, and be physically active and exuberant.

The effectiveness of leadership and management of the early years provision

Children's welfare is promoted because the childminder has a sound understanding of child protection issues. Recent training provides her with an up-to-date knowledge of procedures to protect children. The childminder undertakes visual checks of the home to identify any risks and has a basic risk assessment in place. Children are supervised at all times. However, she has not considered the security of the premises as the door handle is at child height. In addition, risk assessments are not carried out for each specific outing to promote children's safety. These are breaches of requirements. The childminder offers a welcoming home to all children and satisfactorily promotes equality and diversity. She knows the children well and values their uniqueness. Children are cared for in a child centred environment where available space is used appropriately. They have access to a suitable selection of resources, which supports their overall development. Equipment is stored in containers, allowing children some opportunity to make choices.

The childminder suitably organises her records to respect confidentiality and in the main accurately records information. However, children's attendance records are not fully accurate as they only record contracted hours rather than children's actual arrival and departure times. This constitutes a breach in the welfare requirements although the impact on children is minimal. Partnerships with parents is sound and there is a two-way system of regular communication. The childminder spends time with parents at the start and end of the day discussing their children's general well-being. The childminder has developed some documentation to share with parents about the service she provides. She gets to know the children and their families through a gradual settling-in process where she finds out about their individual needs. There are currently no children who attend other early years settings. However, she is aware of the need to promote good partnerships to ensure continuity and coherence.

The childminder shows commitment towards her own personal development and has attended some training including safeguarding, creative development and observation and assessment. She is committed to improving her practice, although her self-evaluation is in its infancy. The systems to identify strengths and areas for development are not sufficiently robust, but the childminder demonstrates some capacity to maintain continuous improvement.

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

The childminder's sound knowledge and understanding of the children in her care ensures that children's welfare needs are met. The childminder has flexible plans in place developed around their individual needs. As a result, children are making steady progress towards the early learning goals. The childminder has started to make written observations of what children do and enjoy which she shares with their parents. However, these observations do not consistently identify children next steps and do not effectively inform planning to promote learning opportunities to meet individual children's learning needs. Nevertheless, because she knows individual children very well and is aware of their interests she is able to provide sufficient opportunities so that they make satisfactory progress.

Children are settled and at home. They have good relationships with the childminder, who values them as individuals and listens carefully to what they have to say. For example, as they talk about a recent visit aboard. Children take part in appropriate activities that promote all areas of their development. They choose from suitable toys and activities or they take part in activities planned by the childminder to encourage different aspects of their development. For example, children enjoy different painting and creative activities and use their imagination and explore with colour and texture. Visits to the local drop-in and library teach children about the community. Children learn to play together and socialise and the childminder talks to them about sharing and being kind to each other. There are some opportunities for children to learn about the wider world as they participate in the celebration of festivals such as Diwali and Eid. However, the range of images and resources that positively reflect diversity is not sufficiently developed to support their further learning. There are some opportunities for children to experience outdoor play but this is limited.

Children are developing an understanding of how to stay safe. For example, they participate in fire drills to ensure they know what to do in the event of an emergency and are learning about road safety. Through daily routines, children begin to develop effective hygiene practices. They are reminded to wash their hands before eating and after using the toilet. Children's individual dietary needs are established on admission and are fully supported by the childminder. Food provided by parents is stored appropriately and children are learning about healthy lifestyles. The childminder talks to them about eating fresh fruit and vegetables and why exercise is good for them. Children behave well. Praise and encouragement is used effectively to develop 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

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:

- take action as specified in the early years section of the report (Records to be kept) 24/02/2012

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 (Records to be kept) 24/02/2012