

Inspection report for early years provision

Unique reference number	EY344277
Inspection date	21/10/2008
Inspector	Audrey Opal Ufot
Type of setting	Childminder

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the childminding

The childminder was registered in 2006. She lives with her daughter aged 12 years in a maisonette in Hampstead within the London borough of Camden. The lounge is the main area used for childminding purposes. There is no garden available for outdoor play although there are parks, playgroups and open spaces within easy walking distance. Access to the childminder's home is via several steps to the front door.

The childminder is registered to care for a maximum of two children at any one time and is currently minding two children under five years on a full-time and part time basis. The childminder is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. She is not registered to provide overnight care.

Overall effectiveness of the early years provision

Children enjoy the time they spend in the childminder's home; they are happy and settled in her care. Children's needs are met sufficiently because the childminder knows their individual needs through ongoing discussions with parents. The childminder provides children with opportunities for them to learn and develop through everyday play activities, although she has not yet developed systems for planning, observing and assessing the activities provided. The childminder is open to new ways of working and she is keen to provide an inclusive service for children, their parents and other agencies.

What steps need to be taken to improve provision further?

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

- use observations and assessments of children to inform the planning of activities
- develop a system of self-evaluation to monitor the provision and identify targets for improvement.
- obtain resources to promote equality of opportunity and anti-discriminatory practice.

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

- maintain a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register)

17/11/2008

The leadership and management of the early years provision

The childminder ensures all members of her household are suitably vetted and unchecked visitors are excluded from the home during childminding hours. This ensures children are safeguarded. The childminder has good record keeping systems in place so that children's individual needs, preferences and routines such as sleeping times are known and provided for. However, written safeguarding policies and procedures and some risk assessment is not yet implemented. The childminder has attended training such as Introduction to childminding courses CACHE Level 3 and first aid for babies and young children. To further develop her knowledge and understanding in childcare the childminder intends to attend training in the Early Years Foundation Stage (EYFS) to gain a base knowledge and understanding of the EYFS learning and development requirements. Also the childminder is aware that she is required to implement a system for planning, evaluating and assessing what children have learnt through the activities provided.

The childminder organises the lounge to allow all children to move around freely, especially for younger children, so that they can crawl and explore the environment. For example, younger children are able to use furniture such as the settee and chairs to support their balance and encourage their independence as they hold on and walk. The daily routine gives children the opportunity to experience a range of toys and learning resources which the childminder rotates on a daily basis. This ensures children are stimulated and challenged according to their age and stage of development. Parents are offered some information about the childminder's service and they are required to complete relevant consent forms. However, parents are not provided with information advising them on how to make a formal complaint.

The childminder has started to self-evaluate her practice and has identified aspects for improvement. She intends to attend a training course and workshops to address this area of development. Children are safeguarded because the childminder has sufficient knowledge of child protection issues. However, she is less familiar with the local safeguarding procedures. She risk assesses her home to ensure that the areas used are safe for children and uses safety equipment such as stair gates and socket covers. However, some records for risk assessments are not yet implemented.

The quality and standards of the early years provision

Children are happy, and enjoy their time with the childminder because she spends quality time interacting and responding to their individual needs. For example, the childminder comforts a child in her arms before the child goes to sleep. Children are valued and respected as individuals because the childminder has a positive attitude towards inclusive practice and works closely with parents to provide for their children's care. However, resources to provide equality of opportunity and anti-discriminatory practice are limited.

Healthy meals and snacks are provided either by the parents or in accordance with

their wishes, drinks are easily accessible. Children enjoy regular fresh air. Good use is made of the local community as children are taken out each day to visit toddler groups, playgrounds and open spaces where they have opportunities to interact with other children and adults. The childminder gives parents a copy of her sick child's policy, which states that children must not attend if they are unwell. As a result, children are protected from unnecessary illness.

Younger children have fun as they clap their hands and listen to musical toys. They explore different textures through Incy Wincey Spider sensory books. They also enjoy handling crayons and paper making their early marks. At other times older children draw a picture of their 'mummy'. Children develop language skills as the childminder read their favourite story about going to 'Balamory'. She asks children what they like about the story. One older child said the 'scarecrow' and asked 'can we go to the park and see one?' At other times the childminder sings nursery rhyme songs to the children, such as 'Old McDonald'. The childminder encourages children to mirror words and sounds, and praises them for their efforts as she says that it is 'brilliant' and 'amazing'. The childminder plans activities for the children identifying what she hopes they will gain from the experience. However, she has not yet introduced a system for using observations of the children's abilities to plan for the next stages in their learning and development.

Children are encouraged to learn about acceptable behaviour through the calm approach which the childminder adopts. She gave good examples of how she approaches a variety of situations for children's different ages. As a result, children are happy and are well behaved.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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:

Met

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:

- make available to parents a written statement that provides details of the procedure to be followed if they have a complaint (Procedures for dealing with complaints) 17/11/2008
- develop a written safeguarding policy and procedure (Arrangements for Safeguarding Children) 17/11/2008

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since registration there have been not complaints made to Ofsted.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.