

Inspection report for early years provision

Unique reference number	EY355686
Inspection date	07/05/2009
Inspector	Jennifer Liverpool
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 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 2007. She lives with her husband and their four children age 14, 12, six and three years old in the Tottenham area within the London borough of Haringey. The whole of the ground floor and a first floor children's bedroom on the right side of the stairs is used for childminding purposes. A fully enclosed garden is available for outdoor play. The family has a cat.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of four children under eight years may attend at any one time, two of whom may be in the early years age group. There are currently two children on roll in the early years age group. The childminder is able to take and collect children from school. No children are present at the time of the inspection. The childminder takes children to toddler groups. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. The evidence collected through discussion indicates that the strong partnership with parents ensure that the needs of all children are met. The inspection of children's recent observation records, photographs of children playing and activity plans shows that children are provided with a suitable range of experiences that helps to promote their learning and development. Appropriate systems are in place to safeguard children's welfare in the setting. The childminder is keen to develop her knowledge and practice to improve the outcome for children.

What steps need to be taken to improve provision further?

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

- develop knowledge of the procedures for dealing with complaints
- practise the emergency evacuation procedures so that children can become familiar with the routine in the event of an emergency
- ensure risk assessment includes outings undertaken by children in order to safeguard their welfare when out on trips
- ensure that children are monitored across the full range of the curriculum and to consistently identify the next stage in children's learning to enable them to make progress in all areas of learning

The leadership and management of the early years provision

The childminder has taken appropriate steps to ensure that risks inside the home are minimised so that children can play safely. She explains and produces written procedures for managing risks to children; however, the risk assessment does not

yet include outings undertaken by children. The childminder demonstrates sound knowledge of child protection issues and the procedures to follow in line with the Local Safeguarding Children Board. However, she is not fully aware of the requirements for dealing with complaints. All mandatory records required for the safe and efficient management of children are maintained and stored in a confidential manner. A number of policies are available and the childminder discusses how she uses these as guidance in her daily practices.

The childminder explains how she develops trusting relationships with parents to meet the individual needs of children. She talks about gathering relevant information from parents in order to get to know each child's specific care needs and their abilities. Observation records, the availability of the menu, activity plans and information about the Early Years Foundation Stage framework indicates that parents are kept informed about their child's progress and the provision offered. Parents' response to questionnaires reveals their contentment with the care provided for their children. Since registration the childminder has accessed a number of courses to develop her knowledge of child care. The childminder has begun to monitor and evaluate the service she provides and has identified areas for development to improve the outcomes for children.

The quality and standards of the early years provision

The childminder describes how she welcomes children and their families into her home and works closely with parents so that children's routines are in place when they start. From discussion, the childminder demonstrates a good knowledge of children's individual needs, particularly with regards to their care routines, likes and dislikes and interests. She has organised the lounge in ways that allows babies and young children to crawl or walk freely. The childminder talks about offering children a daily routine that consists of opportunities for children to be active; have quiet activities as well as rest or sleep. The childminder explains how she regularly checks sleeping children to ensure their safety and wellbeing. She also talks about how she helps children to learn about their safety through discussion about road safety; however, she has not yet considered practising the emergency evacuation procedures with children. The childminder demonstrates a good understanding of how children's good health is promoted. She describes how children would learn the importance of good personal hygiene through their daily routine and through discussion about hand washing and why they need to clean their hands after handling pets. From discussion and menu samples, the childminder demonstrates an extensive knowledge of healthy eating, including the need to ensure water is accessible throughout the day.

The childminder demonstrates a sound knowledge and understanding about how children learn and develop. She talks about observing children and monitoring their progress. Observation records are in place and shows photographic evidence of children's achievement; some samples of their work and written details though not on all children. Currently, children's progress is not yet monitored in all of the different areas of learning. Also, not all children's next steps in their learning have been identified to fully extend their understanding and abilities. The childminder explains how she provides toys that appeals to children's interests and sets up

activities to support their development through play. The childminder talks about the use of equipment and the encouragement that she gives to babies and young children to develop their mobility and learn physical skills. Activity plans shows that children are offered a suitable range of activities that includes musical instruments, role-play, and drawing and block play. The childminder talks about encouraging children's language development through labelling, singing rhymes and reading stories. There is a range of good quality non-stereotype toys that includes play people, multi-racial anatomically correct dolls, kitchen utensils and books. The childminder describes how she uses the resources to support children to develop their awareness of diversity.

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?	2
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
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?	2
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

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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