

Inspection report for early years provision

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Inspection date	07/07/2010
Inspector	Liz Corr
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 2007. She lives in a three-bedroom-house situated on a modern housing estate. The childminder shares her home with her three younger children aged one, seven, 12 and her adult son. The family live in the Haggerston area of the London Borough of Hackney. The areas of the home used for minding are the lounge and the hallway on the ground floor and her children's bedroom and toilet on the first floor. The garden is not used at present.

The childminder is registered to care for a maximum of four children at any one time, of which no more than two may be in the early years age range. She is currently minding one child in this age range. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are provided with a caring and relaxed environment. Secure relationships have been developed with parents which provides a two-way flow of information to meet each child's needs. Consequently, their individual needs are well known and provided for. The childminder has an effective knowledge of the Early Years Foundation Stage and is using appropriate systems to observe and assess children's progress. The childminder has the capacity to make improvements and has met all the actions and recommendations from her last inspection. However, systems for self-evaluation are still being developed.

What steps need to be taken to improve provision further?

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

- enhance knowledge of the Early Years Foundation Stage guidance to provide for learning outdoors and fully develop partnership working
- ensure a record of emergency evacuations is kept
- update the record of risk assessment to include any assessments of risk for outings
- develop further a culture of reflective practice and self-evaluation
- enhance children's awareness of the wider world by providing a suitable range of resources that promote positive images of disability.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and protected as the childminder understands child protection procedures and the process for reporting concerns. Parents are aware

of her responsibility to protect children from abuse as she shares her child protection policy with them. The childminder carries out regular checks of her premises and has appropriate safety equipment in place. For example, safety gates and socket covers. She has devised clear risk assessments for the premises to identify potential hazards. Although the childminder is able to clearly describe how she keeps children safe on outings she has not devised clear risk assessments in writing for individual outings.

The childminder has the capacity to make improvements and has met all the actions and recommendations from her last inspection. For example, she has improved her records for individual children and documentation systems. She has developed secure links with the early years service in her local authority and has booked on to refresher training courses to update her childcare knowledge. Consequently, this has made improvements to the service she provides for children. Although she has begun to consider aspects of self-evaluation her systems are still being developed.

Children are welcomed into a friendly and relaxed environment where they are valued and included. The childminder knows the children well and is very aware of their individual abilities. All children have equal access to and enjoy the range of toys and equipment. For example, both boys and girls enjoy ball games and take part in role play activities. The childminder has recently made improvements to her resources that promote positive images of culture and race. However, resources promoting positive images of disability are limited.

The childminder has developed secure relationships with parents. Feedback from parents shows they are very happy with the service their children receive. Daily discussions between parents and the childminder provide a two-way flow of information which ensures the children's individual needs are met as the childminder has up-to-date information each day. Conversations include, details of what children have enjoyed and learned each day and foods they have eaten. Relationships are friendly and parents happily share information about their child's progress at home and other settings.

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

Children are happy and confident here. They settle well as they are able to bring toys and comforters from home to help their transition into her care. They easily access the appropriate range of resources which are stored at their level. They enjoy opportunities for adult-led and child-initiated activities. They respond positively as the childminder introduces new activities and quickly becomes interested and absorbed. During a post office activity they listen as the childminder explains what each of the items is for. They become absorbed as they practice their early writing skills on an envelop as they pretend to write a letter. While playing with dough they develop fine motor skills as they confidently practise using the variety of tools. They demonstrate their knowledge of shape, colour and size as they use their hands and a selection of tools to make shapes. Children are provided with opportunities to develop their creativity and imagination as they play

with role play activities. However, they are currently unable to use the outdoor area at the premises to continue their learning outdoors. Children are praised for their achievements for instance, when they successfully make shapes and are obviously pleased as the information is shared with their parents. This helps to promote their good behaviour and self esteem.

The childminder continues to develop her knowledge of the Early Years Foundation Stage through reading and training courses. Parents provide useful information at the beginning of their child's placement which provides information about their development and interests. This helps the childminder to assess their initial progress in her care. The childminder has talked to parents about their children's progress towards the early learning goals at other settings. However, she has not developed secure partnerships with providers involved in the care and education of the children to promote continuity and consistency. The childminder has begun to develop profiles of children's progress. These contain photos and observations of their involvement in the six areas of learning. She has also devised plans to help children progress to the next stage in their learning.

Children are gaining an understanding of healthy living as they practise hand washing routines before meals and after using the toilet. They enjoy healthy meals and snacks as the childminder includes fresh fruits and vegetables into their daily diets. Drinking water is readily available to keep children hydrated. Children are learning to be safe as they practise the emergency evacuation procedure with the childminder. However, the childminder has not made records of each evacuation to record and address any problems they may encounter and how these will be resolved. Appropriate procedures are in place to promote their understanding of keeping safe on outings as they are reminded to hold hands and where to cross safely at appropriate crossings.

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	2

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:	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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