

Inspection report for early years provision

Unique reference number	EY376369
Inspection date	12/11/2008
Inspector	Amanda Gill / Sharon Henry
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 2008. She lives with her husband and four children aged 11, eight and six years and eleven months old. They live in Forest Gate in the London borough of Newham. The whole of the ground floor is used for childminding. There is a fully enclosed garden available for outside play. The family have pet goldfish.

The childminder is registered to care for a maximum of four children under eight years of age. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder currently has two children in the early years age group on roll.

The childminder has a BTEC National Diploma in Nursery Nursing and is a member of the National Childminding Association (NCMA), the Newham Childminding Association (NCA) and a member of the Local Childminding Network.

Overall effectiveness of the early years provision

The childminder has a good knowledge of children's individual needs and ensures that she promotes all aspects of the children's welfare and learning needs well. The childminder knows children well and is able to talk about their stage of development in great detail to promote an effective learning environment which meets their individual needs. Through systematic observations the childminder has a good understanding of children's starting points, which helps children to make progress in all six areas of learning. The childminder is committed to working in partnership with parents and ensures that they are kept well informed about their child's progress and development. The childminder is aware of her own strengths and weaknesses and uses this knowledge to continually improve the service she offers.

What steps need to be taken to improve provision further?

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

- continue to develop systems in place for recording observations and linking them to the Early Years Foundation Stage

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

- make available to parents a written statement that provides details of the procedure to be followed if they have a complaint (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register)

26/11/2008

The leadership and management of the early years provision

The childminder is committed to ensuring children's care, learning and development are met and has attended a number of courses to support her current good practices. She has completed a Diploma in Childcare and has completed an introduction to childminding course, food hygiene and is qualified to administer first aid. The childminder is able to articulate the strengths and weaknesses of her provision and the ways she can promote improvement through training and further understanding of the requirements. The childminder states that she feels she is at her best when working directly with the children, helping them as they play and providing for their needs. She has only been working for a short time and has yet to attend training for the Early Years Foundation Stage to increase her knowledge and understanding of the requirements. The children are effectively encouraged to access the resources on offer which further promotes an inclusive environment.

Effective written safeguarding policies and procedures are in place to ensure children are protected. For example clear and robust procedures are in place for the arrival and departure of all children and the childminder has a clear knowledge of her role and responsibilities in reporting safeguarding concerns. Written safety and risk assessments of her home are carried out daily and takes prompt action to minimise any risks to the children. The childminder has taken appropriate steps to promote safety in the home, such as plug socket covers, fire blanket, smoke alarms on both floors and safety gates on both exits of the kitchen and at the bottom of the stairs.

The childminder is committed to ensuring that her service is inclusive for all families. All parents and children are made to feel very welcome in the childminder's home and pre-placement visits provide parents with a valuable opportunity for their wishes and preferences to be agreed. The childminder provides parents with a welcome handbook which includes copies of her policies and procedures, menu samples and activity plans. Parents receive good information about their children's care through regular feedback at the end of each day. Each child has a 'Special Book' which the childminder uses to display their art work and photographs of trips they have been on. The childminder liaises with parents and carers to ensure she understands the individuality of each child, which is helping her to focus on each child's needs.

Overall records, policies and procedures are used effectively to promote the welfare of the children and practice reflects this. However, the childminder does not inform parents of the complaints procedure and does not provide a written or verbal statement that provides details of the procedure to be followed if they have a complaint. The childminder has some systems in place to help her identify her key strengths and areas for development in her provision. She encourages parents to share their views and make suggestions for improvements to her service.

The quality and standards of the early years provision

The childminder's home is well organised and provides children with opportunities to become independent. For example, resources are easily available and laid out on the carpets and on low level tables and side units. Flexible daily routines allow them to experience a varied range of activities in the home and to develop their knowledge of the community. The children have access to bright, colourful and child centred rooms in the home.

Children's vocabulary and language develop very well through continuous interaction; the childminder uses calm, repetitive questioning techniques to reinforce their understanding and takes an interest in what children have to say and sounds they make, maintaining eye contact with them and listening to them fully at all times. The childminder completes daily systematic observations and assessments for each child in her daily care and records them in each child's profile folder and special book, although the childminder does not link these to the Early Years Foundation Stage. This ensures the childminder is able to provide feedback to parents on the progress the children are making with regard to their development. These observations enable the childminder to plan exciting and relevant activities. The childminder believes it is important to enhance children's learning by introducing new experiences weekly into her planning and building on the children's interests and their existing skills.

During activities the childminder supports the children very well. As a result the children are keen to take part in the range of activities provided, such as listening to books, painting, play dough, musical instruments. The childminder is very aware of children's likes and dislikes and ensures that children are kept stimulated and interested in the things around them every day. She is aware that one child has a particular interest in animals and the noises they make. She therefore provides resources such as farm animals, Noah's Ark, wildlife and zoo animals. Children particularly enjoy listening to tapes of animal sounds and pretending to be the animal, copying the noises on the tape. Children enjoy many purposeful and exciting outings within the time they spend in the childminder's care, such as to the local parks, the farm, the zoo, toddler groups, gym tots and other places of local interest.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

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?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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:

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 (Procedures for dealing with complaints). 26/11/2008

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 (Procedures for dealing with complaints). 26/11/2008

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

There have been no complaints made to Ofsted since registration.

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.