

Inspection report for early years provision

Unique reference number	EY402335
Inspection date	17/05/2010
Inspector	Caren Carpenter
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 2009. She lives with her husband and two children in a three bedroom house within the London borough of Barnet. The whole of the ground floor of the house and one bedroom is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for five children under eight years at any one time, of these, not more than two may be in the early years age group. She is currently caring for one child in the early years age group. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder takes and collects children from local schools. The childminder takes children to the local parks, children's centre and the local library.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and secure as they are being cared for in a homely environment. The childminder recognises their individual needs and provides a service which helps towards supporting their learning and development in the Early Years Foundation Stage. Her good working relationship with parents ensures that children's needs are understood and met. Generally documentation and records are well maintained. The childminder shows a sound commitment to improving outcomes for children and to the development of self-evaluation to provide her with a clear focus for future improvement.

What steps need to be taken to improve provision further?

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

- keep 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). 18/06/2010

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

- develop systems for observation and assessment in order to plan to meet children's individual needs, providing experiences which are appropriate to each child's stage of development as they progress towards the early learning goals
- further develop self-evaluation systems for an ongoing review of practice and to identify areas where improvements are needed

- develop full risk assessments for outings
- obtain written permission from parents for their children to take part in outings.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because all household members are suitably vetted. The childminder has a good understanding of the signs and symptoms of child abuse and her role in protecting children from harm and neglect. Although, the childminder carries out visual safety checks and recognises potential hazards in her home, she does not record or monitor the actions taken to minimise them to ensure the safety and welfare of the children. In addition although steps are taken to minimise risk to children during daily outings, a risk assessment for each type of outing is not yet carried out to fully promote children's safety.

The childminder has the ability to identify areas of her practice that she would like to develop but as she has only just commenced her childminding service she has not yet fully evaluated her practice to consider how she can develop her provision in respect of all aspects of the Early Years Foundation Stage. The childminder has attended training courses to improve the care and learning experiences she provides for the children.

Most documentation is in place to ensure that the individual needs of the children are met. However, parents have not provided written permission for their children to take part in daily outings. As a result, children's welfare is not fully protected. The childminder has some documentation in readiness to implement a system for the observation and assessment of children; however, she has not yet started to use this to plan for their development in all areas of learning.

The childminder uses time, space and resources effectively to encourage children to explore the environment freely. This enables children to independently choose toys that they enjoy and become familiar with daily routines. The childminder plans good opportunities for children to visit various places of interest and to participate in a wide range of interesting activities. For example, regular trips to the children's centre, the local library and the local park. This contributes effectively to children's learning and play experiences.

The childminder offers an inclusive service and welcomes all children into her care. The childminder is able to explain sufficiently well how links will be formed with others as required to support children's learning and development. For example, children with special educational needs and or disability, she would adapt the environment and activities to meet the specific needs of the children and where necessary she would seek assistance from other professional agencies. Children are beginning to develop a sensitive awareness of diversity and an understanding of the needs of others. This is achieved through a range of activities and resources, which increases their understanding and knowledge of the wider world.

The childminder works closely with parents to ensure individual children's welfare

needs are met. She has effective systems in place to share information with parents. The childminder talks to parents before children attend her setting in order to find out about their children's individual needs and any relevant information relating to their children, such as special people in their lives and their favourite things. This enables the childminder to provide appropriate support for any additional needs to ensure continuity of care and learning. She exchanges information on daily basis to ensure parents are well informed about their children's achievements and well-being.

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

Children are happy, secure and thoroughly enjoy the quality time the childminder spends playing with them. The environment is well presented to ensure that learning is fun and help the children make progress in their learning and development. The childminder recognises children's unique qualities and ensures that their individual needs are being fully met.

Children are engaged, happy and interested in their play. They confidently make independent choices and self-select toys and activities they are interested in. This is because the childminder has a good understanding of the learning development needs of the children in her care and provides a quality range of interesting activities. The childminder is in process of developing the planning of activities for individual children using their starting points to build on what they already know to further enhance their learning and play experiences.

Children are provided with good opportunities to help them make progress towards all areas of learning and development. The childminder builds on children's experiences through actively being involved in their play and learning. For example, she sits on the floor and engages very well, talking, praising, smiling and laughing with the children. Consequently children enjoy her company; they are happy, secure and confident in the childminder's care. Children enjoy participating in a wide range of interesting and exciting activities, such as making models with their play dough, painting, building and constructing, stories, singing and completing simple puzzles. Children enjoy using a selection of programmable toys that support their learning as they find out why things happen and how things work. This helps children to develop skills for the future.

Babies are very much at home in the childminding environment and have their care needs met well by the childminder. For example, she responds positively to their individual needs by offering drinks when they are thirsty. The childminder has an affectionate approach towards the children and regularly offers them cuddles.

The childminder plans a weekly menu which is shared well with parents and supports children's individual dietary needs. For example, children enjoy a variety of healthy and nutritious meals and snacks such as, home made soup, chicken served with rice and a selection of vegetables and fresh fruits. They are offered regular drinks throughout the day.

Children learn the importance of keeping themselves safe as they receive gentle reminders during play. In addition regular fire drill practices further contribute to children developing an awareness of how to keep themselves safe.

Children follow good hygiene practices such as, washing their hands after visiting the toilet and before eating. In addition, children enjoy fresh air and exercise for example; they play in the garden and visit the local park, developing their large muscle skills. Consequently they are learning the importance of being healthy and active through physical play.

The childminder understands how to manage children's behaviour appropriately. For example, she praises children's achievements to promote confidence and self-esteem. The childminder recognises the importance of having a consistent approach and being a positive role model. She has built close and loving relationships with the children. As a result, children are happy and settled in her care.

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	2
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	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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:

- devise a written statement of procedures to be followed in relation to complaints which relates to the requirements of the Childcare Register and which a parent makes in writing or by email (Procedures for dealing with complaints)(this also applies to the voluntary part of the Childcare Register) 18/06/2010
- devise and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect(Arrangements for Safeguarding children)(this also applies to the voluntary part of the Childcare Register) 18/06/2010
- take action as specified in the early years section of the report (Records to be kept) 18/06/2010

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 compulsory Childcare Register section of the report (Safeguarding and promoting children's welfare) 18/06/2010
- take action as specified in the early years section of the report (Records to be kept) 18/06/2010