

Inspection report for early years provision

Unique reference number	EY402852
Inspection date	28/06/2011
Inspector	Shaheen Belai
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.

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Description of the childminding

The childminder was registered in 2010. The childminder lives with her husband and their two children aged four and two years of age in Poplar, within the London borough of Tower Hamlets. Premises are situated on the ground and first level, within a block of low-rise maisonettes. Children have the use of the ground floor and the main bedroom on the first floor. There is an enclosed outdoor play area for children's use.

The childminder is registered to care for a maximum of two children under eight years of age; of these two may be in the early years age range. The childminder currently has two children in the early years age range on roll, attending on a part-time basis. The childminder is registered on the Early Years Register, the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are settled and happy in the childminder's care as she has developed effective relationships with the parents. Consequently their individual needs are well known to the childminder. Children access a good range of activities and experiences to help promote their learning and development. All required documentation is in place and helps to underpin the childminder's service. The childminder has developed a sound knowledge of the Early Years Foundation Stage and is using systems to observe children's progress and promote their welfare. Although, practice for supporting children's health and well-being are not robust. The childminder has undertaken several training courses to help promote continuous improvement to her service. Systems for self-evaluation have been established to reflect on practice.

What steps need to be taken to improve provision further?

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

- explore children's starting points in detail with parents to inform individual planning, detail learning outcomes clearly in children's observational assessments and explore further how to engage parents to play an active role in supporting the next steps in their child's learning
- offer children more choice at snack time
- provide children with their own bedding.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because the childminder understands child protection procedures and how to report concerns to the appropriate agencies. She has attended a number of courses, such as child protection, and health and safety to further develop an understanding to contribute to children's safety. Written risk assessments are used to identify potential hazards in the home and for regular outings undertaken. The use of the visitor log book, allows the childminder to monitor the movements of unvetted persons on the premises. Their safety is further safeguarded as appropriate safety equipment is in place including, smoke alarms and safety gates. The childminder works in partnership to support children's health, such as only administering medication with prior parental written consent obtained and providing parents with details of accidents the children may have been involved in. The childminder is trained in current first aid and food safety practice, which supports children's well-being.

The childminder has the capacity to improve her provision and has made improvements since registration. For example, she has attended a number of courses relevant to supporting children's learning and welfare and has completed National Vocational Qualification level 3 in Pre-School Practice. Consequently, her updated knowledge has helped her to improve the service she provides for children. She is very aware of how to access further training and support through her local childminding advisory service. She has explored a number of aspects for self-evaluation, to identify strengths and areas for improvement to her service. This includes exploring parental feedback on the service their children receive and regular feedback from her local authority advisor.

The childminder has formed secure partnerships with parents. They receive copies of all her policies and procedures. Feedback from parents indicates they are very pleased with her reliable and flexible service. Parents receive a detailed diary record and daily discussions take place so parents are advised of their child's progress, this includes regular formal meetings to discuss the progress their child is making and identifying further support the childminder will provide to support individual learning. The childminder is aware of how to deal with any complaints she may receive about her service and provides parents with details of the procedure to follow should they have any concerns. She is familiar of the importance of developing a partnership with settings that children may also attend that deliver the Early Years Foundation Stage, allowing her to provide consistent support in children's learning.

The childminder has established warm and caring relationships with the children and knows their individual needs well. Their comfort and safety is provided for, as they access suitable equipment for play, dining and rest. Children access a good range of play materials, the majority of which are stored at their level so they can easily access them. Play materials are of good quality and provide children with learning in all areas to promote their development. This includes a good range of resources that positively promotes differences of the diverse community they live in. Inclusion is promoted well, with the childminder being aware of children's

individual needs. All children at the setting are valued and included, and have equal access to the selection of play equipment.

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

Children are happy and confident in the childminder's care. Children demonstrate a sense of trust as they happily respond to the childminder and members of her family. They regularly attend a range of local drop-in groups where they learn to share and develop social skills with other children. They take part in a range of creative activities such as, sticking and exploring paints as they become confident to handle different textures and mediums. Children develop an understanding of early maths and problem solving, such as counting the stairs as they climb them or count out before throwing balls up in the air. Puzzles and shape sorters provide children with challenges. Books have been organised to be welcoming and promote children's interest. They enjoy looking at a range of bright and colourful books; many are carefully selected to support children's current interests, such as animals. In addition the childminder encourages parents to borrow books from her to allow them to share with their child in their own home. Children also visit the local book library to choose books for the setting.

Children love playing with the water in the garden, where they bath the dolls or explore skills in filling containers and watching the movement of bubbles. They are becoming aware of the environment around them, as they point out aeroplanes flying overhead or the cat in the garden. Children's language development is supported as the childminder provides good opportunities to promote their language skills. Children receive effective support from the childminder to develop their speaking and listening skills. For example as they sing rhymes, songs and identify animals and their sounds in books. The children access a range of interactive resources and a children's computer. The range of resources and experiences the children engage in support them to develop a range of skills for the future.

The childminder has a sound knowledge of the Early Years Foundation Stage framework. She has organised profiles, displays photographs and maintains a range of written observational assessments of children's involvement in activities. Planning is carefully done to ensure she provides children with learning experiences in all six areas of learning. Time is organised well, with balance of activities planned for individual learning in the home as well as exploring wider experiences in the community. These records are shared with parents regularly which helps to involve them in their child's learning but does not identify how parents can further support children in their own home to enhance their progress in the next steps identified by the childminder. Systems for assessing their progress in their learning including, their starting points and recording factual evidence for what learning is identified are not consistently secure to indicate the learning journeys undertaken by children.

Children's good health and hygiene are generally promoted through daily routines.

Appropriate hand washing routines are practised throughout the day, with children developing an understanding as the childminder explains the importance of this. For example, she explains that it is because they are returning from outdoor play or before handling food. Children are able to access the kitchen sink using a step-up to support their independence. Individual bed linen is not provided to children who sleep to prevent cross infection. Children are provided with balanced, healthy meals and snacks, and have access to drinking water. However, children have limited choice at snack times to promote their eating habits and provide them with a variety of tastes. Children have regular opportunities for fresh air and exercise as they attend local parks and drop-in groups. They enjoy playing outdoors in the setting, accessing the free flowing environment the childminder has created from the lounge into the garden. They are learning to be safe as the childminder promotes safe procedures, such including them in emergency evacuations. Children behave generally well and are delighted when they are praised for their achievement, for instance, they 'high five' the childminder. This helps to develop their confidence and self-esteem.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
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	3
The extent to which children make a positive contribution	3
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:	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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