

Inspection report for early years provision

Unique reference number	141230
Inspection date	14/05/2009
Inspector	Sharon Henry

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.

Description of the childminding

The childminder was registered in 1999. She lives with her son in a residential area of North Chingford, within the London Borough of Waltham Forest. The whole ground floor of the childminder's house is used for childminding and a fully enclosed garden.

The childminder is registered to care for a maximum of six children at any one time and of these three may be in the early years age group. The childminder currently has one child in the early years age group on roll. The childminder is registered on the Early Years Register and both the voluntary and compulsory part of the Childcare Register. The childminder attends local community groups and walks to local schools to take and collect children.

Overall effectiveness of the early years provision

Overall the provision is satisfactory. The childminder provides a welcoming and homely environment, ensuring that all children and families feel included, safe and valued. The childminder works closely with parents to meet the individual needs of all children and keeps them appropriately informed about their progress. Areas identified for further improvement centre around documentation, children's starting points in their learning and safety procedures. The childminder demonstrates a commitment to continuous improvement to further promote the outcomes for children.

What steps need to be taken to improve provision further?

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

- continue to develop the planning of activities and systems for observing children's progress, including matching observations to the expectations of the early learning goals and using them to plan the next steps in their learning
- organise play materials to promote children's independent learning so that differently aged children have equally stimulating play and all children can see and select from the choices available
- continue to develop the selection of play equipment and activities to promote children's awareness of the wider world and equal opportunities, and review the organisation of resources to promote children's independence
- continue to develop knowledge and understanding of the requirements of the Early Years Foundation Stage and develop systems to monitor and self-evaluate the practice to ensure continuous improvement for children

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

- conduct a risk assessment and review it regularly and ensure the risk assessment identifies aspects of the

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environment that need to be checked on a regular basis (also applies to the compulsory and voluntary parts of the Childcare Register) (documentation)

- devise a safeguarding policy and develop knowledge and understanding of safeguarding procedures including the procedure to be followed in the event of an allegation made against the childminder or household members (also applies to the compulsory and voluntary parts of the Childcare Register) (Safeguarding and welfare)

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The leadership and management of the early years provision

Children are at ease in warm and welcoming surroundings. The childminder has taken positive steps to identify risks and remove potential hazards, which ensures children can play in a safe and secure environment. The childminder takes appropriate steps to ensure children's safety both inside and outside the home. Safety measures, such as smoke alarms on all levels of the home and a home visit from the fire brigade, contribute towards children's safety. However, the evacuation procedure has not been practised with the current children, which compromises children's well-being. Appropriate systems are in place to record accidents, and the administration of medication, to support the children's health.

The childminder has a satisfactory understanding of the required policies and procedures to support children's welfare. As a result, most documentation is in place and stored securely to promote confidentiality. However, written risk assessments are not comprehensive for all aspects of the environment, including the garden and for outings, to fully support children's safety. Similarly, she has not devised a safeguarding policy both of which is a specific legal requirement of the Statutory Framework for the Early Years Foundation Stage. Although the childminder demonstrates knowledge and understanding, of the possible types and signs of abuse, she is not fully aware of allegation against herself or a member of the household.

The childminder has developed effective relationships with the parents, which enables both parties to exchange and share information. For example, a pre placement visit provides parents with the opportunity to discuss their wishes and agree a care plan. Parents receive good information about their children's care through regular feedback at the end of each day and a daily diary. However, this is not extended to their learning and development. The childminder has started to identify areas for developing her knowledge and skills, for example, developing her knowledge of the EYFS framework. However, she has yet to put into place a system to monitor and evaluate the provision and to ensure the ongoing development of the care and learning provided

The quality and standards of the early years provision

The childminder has a generally satisfactory understanding of the learning and development requirements. She interacts well with the children and has a reasonable understanding of how they learn, for example through simple explanations and demonstration in using play materials. The childminder knows the children well, and has flexible plans in place which are built around their individual needs. As a result, children are making steady progress towards the early learning goals. The childminder is working hard to develop her understanding of the Early Years Foundation Stage (EYFS) and is beginning to devise individual files for each child, including examples of their work. However, she is not fully linking these to the six areas of learning or the expectations of the early learning goals to effectively identify next steps in development.

Children are happy and settled at the childminder's and take part in a reasonable range of activities, which loosely covers all areas of learning. Resources are stored at the children's height but they are not well organised to promote free choice and independence. Children particularly enjoy using their imagination as they use props in the role play area at the local drop ins. They also enjoy creative activities, such as printing and hand painting. This nurtures their self-expression whilst having fun. Children's physical development is encouraged as they walk to and from school and visit local parks where they enjoy large apparatus such as the slide. The childminder has a general understanding of children's individual needs in terms of background, language and diversity. However, the steps taken to promote understanding of diversity and in helping children to value their own and other cultures, religions and backgrounds is not well established.

Children's welfare in the EYFS is effectively promoted. Children are happy, secure and settled. They respond well to the childminder and there are suitable levels of interaction and engagement. Healthy snacks and meals are planned in advance with parents, and children enjoy eating comfortably at the dining table. Children experience adequate levels of supervision and appropriate safety equipment is in place to ensure hazards are reduced. They are developing an awareness of the need to stay safe and even the youngest babies are given explanations for example, as the childminder reminds children to be careful when climbing off the chair. Through the childminder's effective management of behaviour children learn to use their manners, begin to share resources and play cooperatively. As a result they behave well.

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?	3
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?	3
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

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 08/06/2009

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 08/06/2009