

Inspection report for early years provision

Unique reference number	141149
Inspection date	16/03/2009
Inspector	Jennifer Liverpool

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 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 1989. She lives with her husband and two adult children in the Walthamstow area of the London Borough of Waltham Forest. The whole of the ground floor, except for the front room, is used for childminding and there is a fully enclosed garden for outdoor play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of five children under eight years may attend at any one time. There is currently one child on roll in the early years age group. The childminder is able to take and collect children from school. She uses the local toddler groups and park facilities for the children on a regular basis.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Children are happy and settled in the childminder's care because she creates a warm and welcoming environment for them. Despite some inconsistencies in the arrangements for observations and assessments and planning, children are steadily progressing in their learning and development. Children benefit from the positive partnership the childminder has with parents and this ensures that every child's routine care and particular needs are met. The childminder is keen to build on her practice to improve the quality of care and education for children.

What steps need to be taken to improve provision further?

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

- develop knowledge and understanding of the procedures for dealing with complaints
- ensure all relevant details including the dosage are recorded in the medication records
- develop the system for observation and assessment by ensuring that children are monitored across all of the six areas of learning and use the information to extend children's learning and development.

The leadership and management of the early years provision

The childminder is developing her knowledge of the Early Years Foundation Stage and children are receiving appropriate care and opportunities that helps them to make steady progress in their learning and development. However, the childminder lacks understanding of how to use the observations and assessments to ensure effective teaching takes place in order to extend children's learning. The childminder organises the day to provide children with an appropriate balance of quiet and active play, enabling children to rest or sleep if they need to, promoting

their wellbeing. Regular visits to toddler groups helps to promote children's social development as well as assisting the childminder to build a supportive network. She attends training when she can and generally seeks guidance from other agencies. Most of the recommendations from the last inspection have been addressed. The childminder is starting to identify her strengths and some weaknesses in order to develop practices for future improvements to the provision and outcomes for children.

The childminder has sound knowledge and understanding of the procedures for protecting children from harm and as a consequence of this, children are safeguarded. Secure methods are in place to maintain children's good health and promote their safety. Partnership with parents is established and this enables the childminder to provide continuity of care and meet the individual needs of children. Informal daily feedback and the sharing of assessments keeps parents informed of their child's daily routine care and progress. The childminder ensures that policies and procedures are available to parents, including the details for in the event that they wish to make a complaint; however, the childminder is not fully knowledgeable about the procedures for dealing with formal complaints. All mandatory records are in place and kept in a confidential manner and whilst most are appropriately maintained, the medication record shows that the dosage is missing on one of the entries.

The quality and standards of the early years provision

Children are comfortable and settled in the childminder's home because she is warm, caring and knows them well. They experience close relationship with the childminder and are also beginning to relate well and socialise with other children through very regular attendance at the local toddler groups. Children's enjoyment and development is supported by the childminder's involvement in their play. For example, whilst children are collecting bricks and putting them in boxes, the childminder sits with them at their level and introduces the names of colours and numbers. In addition to this, children like to get out the tea sets and offer the cup to the childminder. Play materials are organised in a manner, which helps children to make choices about their play and as a result of this, children enjoy their time.

Children's communication and language is clearly developing because the childminder responds to children's words and gestures and she uses story books, toy phones and props to enhance this area of development. Overall, children receive a range of opportunities that enable them to make adequate progress in their learning and development. However, there are some inconsistencies in the childminder's understanding of the observations and assessment and planning. For example, observations are primarily based on some of the aspects of creative, knowledge and understanding of the world and social development. This means that children's understanding and skills in other areas of learning is not well monitored to ascertain their precise achievements. Furthermore, observations are not used to plan for the next steps in children's learning and development.

Children are kept safe as the childminder is vigilant and manages risks to children

through regular visual checks indoors and when out on trips. Children are helped to become familiar with the fire drill routine in the event of an emergency. There are appropriate storage facilities for the food provided by parents to prevent spoiling. Children receive and enjoy healthy snacks, such as, grapes, bananas and carrot sticks encouraging them to develop healthy eating habits. Additionally, children have opportunities to taste traditionally cooked Indian snacks that includes chapattis, meat and vegetable samosas. This helps children to develop wider tastes and to become aware of different types of foods. Children learn about their own and other cultures through simple discussions and participating in seasonal festivities and celebrations.

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: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

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

Since the last inspection there have been no complaints made to Ofsted.

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.