

Inspection report for early years provision

Unique reference number	EY309544
Inspection date	02/12/2010
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.

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 2007. She lives with her husband and three young children in the Leyton area within the London borough of Waltham Forest, within easy walking distance of shops, parks and schools. The whole of the ground floor is used for childminding. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of two children under eight years at any one time, no more than one may be in the early years age range. The childminder is also registered by Ofsted on the compulsory and voluntary part of the Childcare Register. She is currently minding one child in the early years age group

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder promotes most aspects of children's welfare and development satisfactorily, although not all requirements are met. Children are comfortable and safe in her welcoming, inclusive home. Positive relationships with parents ensure that the childminder has an understanding of children's individual needs and provides appropriate care. The childminder strives to continually develop and improve the service she provides but does not yet have robust systems in place for self-evaluation.

What steps need to be taken to improve provision further?

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

- ensure written parental permission is requested, at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future (Documentation) 03/01/2011
- ensure children's arrival and departure times are recorded (also applies to the both parts of the Childcare register) 03/01/2011
- keep a written record of all medicines administered to children and ensure prior written permission is obtained for each and every medicine from parents before any medication is given (Documentation) (also applies to both parts of the Childcare Register) 03/01/2011

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

- undertake sensitive observational assessments to plan to meet young children's individual needs and to provide experiences appropriate to each child's stage of development to help them progress towards the early learning goals
- develop further the use of self-evaluation to encourage a culture of reflective practice and identify aspects of the childcare provision that require further improvement
- further improve the risk assessment to ensure that it reflects the requirements of the Statutory Framework for the Early Years Foundation Stage
- improve the organisation of resources to further promote children's self-help skills.

The effectiveness of leadership and management of the early years provision

The childminder ensures that the welfare of the children is generally safeguarded. She has a sound knowledge of the signs and symptoms of abuse, and procedures to follow should there be concerns about a child's welfare. For example, she is fully aware of her responsibility to liaise with appropriate agencies, when necessary. As a result, children are safeguarded. She has also attended further training to keep up to date with legislation. Some of the required records, such as recording incident and accidents, are in place and well maintained. The childminder is able to clearly demonstrate the procedures to follow for maintaining children's health. For example, she was able to clearly explain how she would deal with an emergency and the administering of medication. However, although she has sought verbal consent from parents, she did not obtain these in writing as required. The childminder has developed sensible policies and procedures which underpin her practices and benefit children's health and safety and ensure they are satisfactorily safeguarded. She successfully minimises hazards and manages risks appropriately on a daily basis because she has a sound understanding of safety and carries out visual safety checks on the home. However, she does not keep records of all her assessment activity, as well as children's attendance, which is a breach of legal requirements.

Children benefit from the friendly relationships that the childminder develops with parents. They are well settled and happy. The childminder has a suitable settling in procedure. Verbal exchange of information is completed daily and the childminder phones parents if any detail is forgotten or if there are confidential issues. This ensures continuity and consistency of care for the children. The childminder recognises the importance of partnership with parents and values their support. However, information relating to the Early Years Foundation Stage is not routinely shared with parents. She appreciates the background information that they provide and feels that this is a useful way to plan for the children's progression.

Children are happy and settled within their environment, which contributes to their well-being. The childminder is developing an understanding of the Early Years Foundation Stage and is beginning to use her knowledge to develop her provision. She is committed to meeting children's individual needs and enthusiastic to attend

further training. She recognises the importance of continuous improvement, and she is beginning to identify the strengths and weaknesses of her provision.

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

The childminder is beginning to develop an understanding of the Early Years Foundation Stage. As a result, children are making sufficient progress in their learning and development, however, the provision for children's learning and development is not yet fully developed with regard to systems for planning, observation and assessment. Although the childminder demonstrated some understanding of the learning and development requirements of the Early Years Foundation Stage, Children are happy and settle well at the childminder's home. She is attentive and has a very caring approach, which means they develop close and trusting relationships with her. They clearly feel at ease in their surroundings and relate well to the childminder.

Children 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 are purposefully engaged in activities of their own choosing and the childminder offers appropriate support and encouragement as required. She plays with the children, sharing her attention well and continually talking with them, both answering and asking questions. This is helping the children to confidently develop their verbal skills and thought processes. Children's social and emotional development is promoted, as they are encouraged to mix with other adults and children at the local groups. They are developing their early writing skills as they make a mark on paper and show an interest in books. Children's imaginative skills are developing as they spend time playing with role play resources, where they wear rucksacks on their backs and walk around. Younger children spend time playing with the programmable toys where they push buttons to hear familiar songs and noises. Children enjoy regular exercise, for example, they have access to the garden where they play on the secure trampoline and visit local parks. They are learning about the local community as they visit places of interest, such as the farm and Snaresbrook Lake, where they feed the ducks and swans.

Children are well behaved. They learn about the expectations and boundaries of the setting through discussion with the childminder. Parents are consulted to ensure continuity of care. Children benefit from age appropriate positive strategies for behaviour being used. Younger children are distracted to another activity where possible and the childminder uses tone of voice to manage children's behaviour. The childminder gives praise for wanted behaviour, as it naturally occurs. Children's independence skills are developing as young children independently feed themselves and are encouraged to eat at their own pace all of which provides children with valuable skills for the future.

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	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	3

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	3
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	3

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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:

- take action as specified in the early years section of the report (Records to be kept) 03/01/2011

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 (Records to be kept) 03/01/2011