

Inspection report for early years provision

Unique reference number	EY286296
Inspection date	08/01/2009
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 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).

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 2004. He lives with his partner, daughter and teenage step daughter, within the London Borough of Waltham Forest, close to shops, parks, schools and public transport links. The whole of the ground floor is used for childminding.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. He is currently minding two children in this age group and one child in the childcare register age group. He also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and attends several toddler groups on a regular basis.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Effective systems are in place to ensure children are safeguarded, healthy and their welfare promoted. The childminder provides children with a stimulating learning environment, where their individual needs and interests are provided for.

He has a suitable understanding of the importance of providing an inclusive environment and appropriate procedures are in place to gather information about children's individual needs from parents. 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:

- develop systems to monitor and self-evaluate the practice to ensure continuous improvement for children
- further develop knowledge of safeguarding in particular the procedures to follow should an allegation be made against the childminder and a member of the household

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

- ensure written permission is requested to the seeking of any necessary emergency medical advice or treatment.(safeguarding and welfare)

13/03/2009

The leadership and management of the early years provision

A sound partnership with parents contributes to providing continuity of care for their children. Children clearly benefit from this partnership. For example, the children and parents are warmly greeted on arrival and friendly exchanges takes place. In response, children settle well, which enhances their experience and makes it a positive one. Sharing information verbally with the parents allows the childminder to meet the children's ever changing needs and keeps both parties appropriately informed. Parents are kept informed about their child's activities, through daily verbal discussions, artwork and photographs. This demonstrates that the childminder values the children and this has a positive impact on their self esteem. Initial links with the local school have been made, which promotes continuity of care.

Children can receive appropriate care in the event of sustaining minor injuries, because the childminder holds a valid first aid certificate. There are appropriate procedures in place for dealing with sick children and good systems for recording accidents or medication administered to children. However, consent for the seeking of emergency medical treatment or advice is not sought from parents, which is a breach of the specific requirement. Children's individual dietary needs are adhered to. They learn to eat healthily as fresh fruit is offered daily and fresh drinking water or diluted sugar free juice is available and easily accessible.

Risk assessments are effective in identifying and minimising potential hazards. The childminder has a written fire safety policy, which includes evacuation procedures. This is practised with the children, which helps them become familiar with the routine to follow in the event of an emergency. The childminder has a satisfactory knowledge of child protection issues, he is knowledgeable of the possible signs of abuse. However, he is not confident in how to proceed if he has concerns about a child in his care.

The childminder is firmly committed to the continuous improvement of his service. He has attended a wide range of training courses and is eager to develop skills further. Recommendations from previous inspections have been addressed well, with a positive impact on the outcomes for children. He is hesitant about identifying his own strengths, but reflects sensitively upon his practice. However, he has yet to put into place a system to monitor and evaluate the provision, to identify strengths and weaknesses or to ensure the ongoing development of the care and learning provided.

The quality and standards of the early years provision

The childminder has good knowledge and understanding of child development and the Early Years Foundation Stage, as a result children are making good progress in all the areas of learning. The childminder carries out sensitive observations of children in their play and activities and plans for the next steps in children's individual learning accordingly. Samples of children's work is displayed in scrap books that also capture the enjoyable experience the children receive and also

links to the progress children are making. The childminder observes the children, to find out about what they know, what they can do and what they enjoy, when they start at the setting and this forms part of an ongoing assessment of children's achievements.

Children enjoy a good range of activities that are stimulating and well balanced for all ages. Adult and child initiated play is effective in ensuring that they are helped to make progress in all areas of learning. Children use their imagination and express their ideas in a variety of ways. They spend a considerable amount of time playing with the doll house and handle the small figurines with care. Children participate in activities such as painting and sticking. They make masks where they use a variety of resources such as glue, glitter and scissors. Younger children investigate using their senses as they explore natural objects in the treasure basket such as a whisk and wooden spoons.

Good interaction is demonstrated through a warm, caring relationship between the children and the childminder. For example, one of the children give the childminder a cuddle when they became tired. Children's language skills are well supported as the childminder engages in play using a range of words and sentence structures to extend and build vocabulary. Children explore mathematical concepts through hands on experiences. For example, they discuss what letter their names begin and what colours their cups are.

Children learn about the local community, the natural world around them and an awareness of the seasons, through a varied range of outings and outdoor activities that involves local walks, and visits to the farm. Children's learning is further extended as they visit the farm at different times in the year, so they can see the concept of how animals grow and change over a period of time. They are learning about other cultures by celebrating community festivals such as Chinese New Year and by having access to a sufficient range of resources that reflect diversity.

Children learn how to keep themselves safe in the home, outdoors and on outings, because the childminder reinforces and reminds them of safety issues as they arise. Clear and realistic boundaries are established, which effectively promotes children's understanding of right and wrong. For example, when two children squabble over a toy they are reminded about the importance of sharing.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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

There have been no complaints made since the last inspection.

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.