

Inspection report for early years provision

Unique reference number	EY381677
Inspection date	27/07/2009
Inspector	Jennifer Liverpool
Type of setting	Childminder

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 2008. She lives with her husband, two children age two and seven years and a lodger in the North Finchley area within the London borough of Barnet. With the exception of the front room and a utility area, all other areas of the ground floor are available for childminding purposes. This includes an open plan living area at the rear of the house. The children also have access to the master bedroom on the first floor. A fully enclosed garden is available for outdoor play.

The childminder is registered to care for a maximum of four children at any one time. She is currently minding three children in the early years age range, of these, two attends for four days and one day respectively. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder takes and collects children from school. She attends local toddler groups and visits the local parks. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Children are happy and secure in the care of the childminder and positive partnerships with parents and carers enhances children's care and learning. All children are making good progress in their learning and development because the childminder provides purposeful activities that are adapted to children's individual needs and makes good use of incidental opportunities to extend their learning. Children's safety in and out of the home is appropriately managed and their health is generally maintained, though not all necessary documentation is in place. The childminder uses a range of resources and an evaluative assessment to develop the service she offers and is keen to make continuous improvements for children in her care.

What steps need to be taken to improve provision further?

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

- ensure the risk assessment covers anything with which a child may come into contact, including the garden plants with thorns.

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

- obtain necessary information from parents in advance of a child being admitted into the provision to fully safeguard and promote their welfare (Safeguarding and promoting children's welfare) 03/08/2009
- request written permission from parents for seeking emergency medical advice or treatment for all children (Safeguarding and promoting children's welfare) 03/08/2009

The leadership and management of the early years provision

The childminder have a sound understanding of the signs and symptoms of abuse and knows the procedures to follow if she has concerns about a child in her care. This supports children's wellbeing. Children's safety within and outside of the home is appropriately managed as systems are in place to carry out regular risk assessments in order to identify and eliminate potential hazards. For example, a safety lock is placed on the patio door to reduce the risk of children getting their hands trapped in the door. Also, safety measures are put in place when taking children out on specific trips to ensure that they are well supervised and that the adult to child ratios are maintained. However, there are hazards in the garden, such as thorns on rose bushes that children can touch and prick themselves.

The childminder's relationship is friendly and supportive. She completes a daily diary for parents giving information about their child's daily activities and routine care and children's assessment records are regularly shared with parents. This ensures that parents know how their children are developing and progressing in their learning. Parents comment that they are happy with the care and learning offered to their children. The childminder ensures that the children's care routines, stage of development and abilities are known prior to children's start date through exchanging information with parents prior to admission. In addition to this the childminder also conducts home visits to get to know children and their family and to plan how best to meet children's individual needs when they start. Whilst the childminder is secure in her knowledge of children's starting points, she does not ensure that necessary information is obtained from all parents in advance of admission in order to fully promote the welfare of every child in her care. For example, information such as the medical history, health requirements, emergency contact details and food preferences that a child may have is not always known. This is a breach of a welfare requirement.

The childminder is beginning to work in partnership with other carers of children receiving education and care in another setting. This promotes continuity of care and learning. The childminder monitors and evaluates the strengths and some weaknesses of the provision and she seeks the views of parents through questionnaires and obtains outside help from the local authority. Consequently the childminder clearly demonstrates that she has the capacity to continue to improve the outcomes for children's welfare and learning and development.

The quality and standards of the early years provision

Children are well settled, confident and develop close relationships with their peers and the childminder. Interaction between the childminder and the children is very positive as she takes an interest in what children say and do and is attentive to their care routines. Children are cared for in a clean and comfortable home, where the childminder maintains acceptable standards of hygiene to keep children healthy. For example, daily routines include wiping work top surfaces after use;

using protective covering on nappy changing mats; individual hand drying facilities and supporting children to learn the importance of good personal hygiene. All of which, helps to reduce the risk of cross infection or germs. Children enjoy a good range of healthy foods at meal times and they are regularly offered a wide variety of fruits and vegetables to enable them to develop healthy eating habits. Children benefit from the procedures that are in place for administering first aid in the event of minor accidents; however, the requirement for obtaining parent's written consent for emergency medical treatment are not in place for all children. This is a breach of a welfare requirement.

Children are making good progress in their learning and development in all of the six areas of learning. This is because the childminder regularly observes and monitors children's skills and abilities, record important details about their achievement and identifies their learning priorities. She uses this information to plan a good range of purposeful activities to challenge children's development and learning. Good use is made of incidental opportunities to extend children's learning, consequently enhancing children's knowledge and understanding of their world. For example, children are fully supported to recognise the different types of mini beasts; observe how snails move and become aware of the life cycle of butterflies.

Children are able to contribute to their learning by making decisions about their play. They have access to a wide range of good quality toys and age appropriate equipment. Consequently their independence is fully promoted. Children's communication and language skills are developing well through frequent interaction; the childminder shows a keen interest in what children say, uses open and ended questions to enable them to think and express their ideas and play games and read stories to build on children's vocabulary. Children enjoy number rhymes and songs; they are supported to count in practical situations and introduce to mathematical language. For example, children are encouraged to recognise and describe the size of big and small objects.

Children are valued and treated with equal concern. The childminder offers appropriate support for children with additional needs, taking into consideration their abilities when providing activities. Children are beginning to gain an understanding of the wider world through simple discussion and stories. There is an adequate range of resources that provide children with a positive outlook on the wider world. Suitable strategies, according to the age and stage of development, help children understand right from wrong.

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?	2
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?	2
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?	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

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