

Inspection report for early years provision

Unique reference number	EY389800
Inspection date	29/11/2010
Inspector	Justine George

Type of setting	Childminder
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Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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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.

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Description of the childminding

The childminder was registered in 2009. He lives with his wife and three adult children aged 17, 20, and 21 years old.

The family live in a three bedroom mid terrace maisonette in a residential area of Canning Town, which is situated within the London borough of Newham. Children have access to the living room for play and downstairs toilet and wash facilities and may use the first floor family bathroom. The children have access to a fully enclosed garden for outdoor play, in addition there is access to a shared community garden.

The childminder is registered to care for a maximum for six children under eight years at any one time, no more than three of which may be in the early years age group. He offers the option of overnight care for one child and care to children aged over five to 11 years. The childminder is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register. The childminder currently cares for two four-year-olds and a seven-year-old outside school hours. The childminder takes and collects children from the local schools. The childminder works with his wife who is also a registered childminder.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children have developed positive relationships outside the family home, as they relate to the childminder well. Children are confident in the setting and choose what they would like to play with from the wide range of toys available. The childminder has informal planning and assessment methods in place whereby children pursue their interests. However, the childminder does not fully utilise the Early Years Foundation Stage learning and development framework to ensure children receive a challenging programme of learning. The childminder has satisfactory self-evaluation systems in place whereby he had addressed areas of weakness or is taking steps to ensure he maintains and drives improvement.

What steps need to be taken to improve provision further?

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

- develop awareness and provide opportunities for children to develop and use their home language in their play and learning
- further utilise the practice-guidance of the Early Years Foundation Stage framework to inform the planning to ensure a challenging and stimulating programme of experiences are offered which reflect the individual interests of children

- explore the various communication options to continue to develop the partnerships with other practitioners involved in the care and education of children to ensure continuity and consistency of care
- obtain written permission for all children attending to be transported in a vehicle

The effectiveness of leadership and management of the early years provision

The childminder has had the required checks carried out to ensure his suitability in caring for children. All adults in the home have had the required checks and children are protected from un-vetted adults as they are never left unsupervised. Since the last inspection, the childminder has implemented a policy for uncollected children and this is shared with parents. As a result, suitable systems are in place to ensure the correct procedures are followed should they not be collected from the setting. The childminder has suitable knowledge of child protection safeguarding procedures. He is aware of the areas of abuse and the possible signs and symptoms that may indicate that a child is at risk from harm. The well written policy provides a good reference tool of who to contact, thus ensuring vulnerable children are protected. The childminder complies with his registration conditions in maintaining adult: child ratios and attendance record consolidates this.

The childminder ensures children are cared for in line with parent's wishes and preferences to ensure their wellbeing. The childminder has updated registration systems, whereby parents give their written consent for outings, emergency medical advice or treatment and to be transported in a vehicle. However, this has not been effectively utilised as not all parents have given their written consent for children to be transported in a vehicle. The childminder is aware of the procedures to follow in the event of children needing any medication or if they have an accident. The required risk assessments for the premises and for outings are in place to ensure hazards are identified and minimised. In the event of an accident, the required details are recorded and shared with parents. The childminder has kept his first aid training up-to-date to ensure children receive care and treatment in line with current practice. Parents receive good information about the setting's responsibilities in caring for children whereby policies and procedures are available on-line via the settings website. Parents can also request paper copies. Parents are suitably informed of their child's wellbeing through face-to-face contact or phone communication on a daily basis. However, as planning and assessment methods of children's learning and development are informal, information about their progress is limited.

The childminder is beginning to develop partnerships with other professionals involved in the care and education of children. He finds out about topics children are following and how children have been throughout the school day. However, this is not consistent for all children to ensure a collaborative approach to their learning and development. The childminder has informal systems in place to self-evaluate the effectiveness of the settings. Through the website, parents give their feedback about the setting, praising the care of the childminder and flexibility in care periods. Parents also comment that children are happy and do not want to go

home. Children also contribute towards evaluation as they request activities and the childminder observes how they engage with the resources and activities. The childminder has made improvements since the last inspection whereby most actions and recommendations have been addressed, or steps are in place to ensure improvements are made. Therefore, this is likely to improve the outcomes for children.

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

The childminder suitably promotes children's health as he is aware of their dietary needs and preferences and ensures such needs are accommodated. Children enjoy healthy foods and snacks, for example fruit, sandwiches and hot meals of chicken or pastas dishes. Children are given or help themselves to drinks to ensure they are hydrated. Children have opportunities for rest and relaxation where they participate in quieter activities. Children are suitably protected from illnesses as parents are contacted to collect them, and exclusion periods apply to minimise the spread of infection. Children manage their personal hygiene, taking themselves off to the toilet. Children wash their hands after using the toilet and before eating, and the provision of soap and clean towels prevents the spread of infection. Children have opportunities for fresh air and exercise whereby they use the garden or participate in large physical play, for example, music and action games and using balls to catch and throw.

Children's safety and wellbeing are well promoted, and they are supported in making a positive contribution within the setting. Children learn about safety as they help look after the environment, by tidying away provisions to minimise any tripping hazards. Children practise regular fire drills, developing their awareness of personal safety. Children show a strong sense of belonging as they are confident in the setting. This is because they have developed positive relationships with the childminder, developing trusting relationships outside the family home. Children enjoy the interaction from the childminder who joins in with their play introducing ideas to take the play forward. For example, children enjoy using the train track, connecting pieces together making the most of the space available. They push trains around the track and the childminder joins in supporting children in adding or changing part of the structure so there are no gaps in the track. As a result, children develop their problem solving skills by positioning pieces specifically and developing their vocabulary, using words such as up, down or turn. Children are well behaved and are encouraged to use their good manners of greetings, please and thank you. Children are encouraged to share and take turns, and older children engage well with younger members of the group. They play alongside them pushing cars around the floor and joining in with their shrieks of enjoyment in making lots of noise! As a result, children develop respectful attitudes and are caring towards others.

Equality and diversity is suitably promoted in the setting. Children have access to a wide range of toys which they access independently, minimising gender stereotyping typing. Resources such as dolls, puzzles, books and dressing up

clothes develop children's awareness of the multicultural society in which they live. The childminder finds out about children's cultural backgrounds, religious beliefs and additional languages spoken at home. However, the opportunities for children to use their home language in the setting are not explored, for example through use of dual language books, or the labelling of resources in English and other dialects. Thus, this limits the opportunities for children to share aspects of their identity with others in the setting.

The childminder has informal planning and assessment systems in place. Good information is sort from parents with regards to children's starting points. The childminder informally observes children's progress whereby they have developed their English language and social relationships, and have moved forward in developing their independence in toileting. Children pursue their interests, enjoying imaginative and musical creativity, through dressing up and singing. Children also enjoy using trains and making tracks. The childminder has some ideas of how to further develop this type of play to extend children's learning. However, the Early Years Foundation Stage learning and development framework is not fully utilised and the planning of such activities does not ensure that children are sufficiently challenged.

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

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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	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
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:

Met