

Inspection report for early years provision

Unique reference number	137646
Inspection date	09/12/2008
Inspector	Katie Dempster
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 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 2000. She lives with her husband, adult son, daughter and son-in-law and grand-daughter. Her daughter is also a registered childminder. They live in Wembley, in the London Borough of Brent. The ground floor of the house is used for childminding and there is a fully enclosed garden for outside play. The childminder's home is accessible to those with limited mobility.

The childminder is registered to care for a maximum of four children at any one time and is currently minding one child in the early years age group all day. The childminder is registered on the Early Years register and both parts of the Childcare Register. The childminder walks to local schools to take and collect children. She attends the local parent and toddler group and is a member of a local childminder support group. The family has no pets.

Overall effectiveness of the early years provision

Children make good progress in their learning. They enjoy their time with the childminder and benefit from her dedication to their care and development. Effective self-evaluation processes highlight and identify the strengths and weaknesses of her practice, and recommendations from the previous inspection have been addressed. The childminder knows the children well; she ensures information is shared and has forged effective links with parents. Overall, an inclusive and welcoming service is provided.

What steps need to be taken to improve provision further?

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

- develop formative assessment in order to plan for next steps and meet children's development and learning needs.

The leadership and management of the early years provision

The childminder has all the required records and documentation in place for the safe and efficient practice of the Early Years Foundation Stage and to ensure the individual needs of the children are met. Procedures are effective in promoting children's health, safety and well-being. The childminder has completed her first aid training and has attended many training courses to support her knowledge, understanding and practice. The childminder has clear understanding of safeguarding children and the procedures to be followed should she have a concern about a child in her care. All household members have received relevant checks from Ofsted and do not have unsupervised access to the children.

The childminder knows the children well and displays a warm and affectionate relationship with them. She provides inclusive practice for all children as she

recognises and acknowledges children as individuals. The environment is fully accessible to all children, with low level storage of all toys and resources which children freely and confidently make choices from. The childminder is very effective in self-evaluating her service. She takes time to reflect on her practice and highlights key strengths as well as areas for improvement, for example, recognising how assessment and planning can be developed and made more formal.

Parents receive good quality information about the service the childminder provides. This is both formally, with her well organised policies and procedures file which is available to parents, and also through daily informal discussion. This has helped build an effective partnership where information is shared and parents are encouraged to be involved in their children's learning.

The quality and standards of the early years provision

Children are happy and settled in the childminder's care and are making good progress towards the early learning goals. She knows the children well and is therefore able to support their learning effectively. The learning environment is made up of a wealth of toys and resources which are both age appropriate and stimulating for the children attending. There is planned purposeful activities, which are both adult and child led, where children are encouraged to think critically, for example, when playing with building blocks the childminder encourages children to experiment with the different shaped blocks in order for them to grasp the concept of balance. This helps children become active learners.

The childminder has made a learning journey for each child and uses this to record observations and devise planning for future activities. In the first week of children attending the childminder makes close observations of the children, including what they have enjoyed, what they are able to do during activities and also some information sought from parents. She uses this information as a starting point for children's learning. She makes detailed observations which she is starting to link to the areas of learning, and links this information to planning. This ensures each child receives an enjoyable and challenging experience.

Steps are taken to safeguard and promote the welfare of the children as the childminder has good policies and procedures in place. Risk assessments take place on a daily basis, and a fire evacuation plan has been devised which identifies routes and exits from the home. The childminder has a clear understanding of the importance of recording and advising parents of all accidents and administrations of medicines. This helps to promote children's continuity of care. Children learn about germs and how to prevent spreading them as they are reminded to wipe their noses and to wash their hands before eating. The childminder talks to children about behaving in ways that are safe for themselves and others, for example, how to cross the road safely and how jumping on the furniture can be dangerous. Children are well behaved and play very well together. They receive plenty of praise and encouragement, helping to build their self-esteem. The childminder offers explanations of why certain behaviour is not acceptable and is effective in quickly defusing squabbling children.

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

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to comply with the Early Years Foundation Stage.

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.