

Inspection report for early years provision

Unique reference number	EY309616
Inspection date	19/05/2009
Inspector	Helen Maria Steven
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 August 2005. She lives with her two children aged eight years in a two bedroom first floor flat in North Kensington, in the Royal Borough of Kensington and Chelsea. The living room is the main area used for childminding. Access to the home is by stairs. There is no outdoor space, but the childminder takes the children to local playgrounds and parks on a regular basis.

The childminder is registered to care for a maximum of two children. She currently has two children on roll in the early years age range. She is registered on the Early Years Register and the compulsory part of the Childcare Register. The childminder supports children who have English as an additional language as she speaks Portuguese as well as English. She is a member of the National Childminders Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are settled in the childminder's home; she is fully aware of their individual needs and meets them well including supporting their home language. She has a positive attitude to developing her knowledge to benefit the children, but has yet to develop systems to enable her to evaluate her service. Children benefit from a range of good quality equipment and their learning opportunities are enhanced by experiences outside of the childminder's home.

What steps need to be taken to improve provision further?

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

- improve planning for each child's continuing development through play-based activities by developing the use of the ongoing observational assessments

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

- improve record keeping by: maintaining a record of the risk assessments carried out, including outings, clearly stating when it was carried out and by whom, and obtain parental permission for seeking any necessary emergency medical advice or treatment in the future (Documentation)

19/06/2009

The leadership and management of the early years provision

Since registering the childminder has embraced the changes brought about by the Early Years Foundation Stage (EYFS). She has yet to attend a training course, but

has sought advice from the local authority and is independently developing her knowledge of the framework. She has good relationships with parents and communicates both verbally and in each child's profile where children's activities and progress are shared. Through discussion the childminder identifies topics of training she is planning to attend, but she has not yet developed an ongoing system of self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

Children are safeguarded as the childminder retains detailed guidance to support her in her understanding of child protection. She identifies that this is an area that she would benefit from further training to refresh her knowledge. She has developed a range of policies and procedures which are shared with parents. The documentation is well organised and the majority of information required for children's welfare is in place; however, she has not obtained consent for emergency medical treatment or logged her risk assessments in line with regulation.

The quality and standards of the early years provision

Children receive a varied, interesting and fun range of experiences whilst in the care of the childminder. She has systems in place to undertake regular observations and assessments; they are shared with parents and include photos of activities. Currently these do not inform planning in order to support children's next steps in learning. Children begin to be independent and are encouraged to take responsibility by tidying up after themselves. Their communication skills are enhanced by the childminder's consistent commentary and spontaneous singing along with the music cassettes. They discover the pleasure of books as they read and look at the pictures closely alongside the childminder. They choose different coloured wax crayons and mark make. Young children develop early mathematical skills; for example, they concentrate intently on sorting stacking bricks into size and using them for building as well as exploring the differing sounds they make when tapped with a drumstick. They are interested in technology and confidently explore the sounds made by the different notes on the electronic keyboard. Children benefit from the childminder's use of Portuguese as well as English; this supports some children's home language and is a learning opportunity for others. Young children are encouraged to undertake creative activities at the drop-in groups and respond to rhythm through musical activities. Children benefit from outings to museums, parks and drop-in groups to extend their learning opportunities.

Children learn how to keep safe when out through comments by the childminder about seatbelts when playing with small world toys. The childminder demonstrates how she maintains safety both indoors and when on outings, however she has yet to log this information in line with regulation. Children have access to regular fresh air and exercise as the childminder ensures that children are taken to local parks and playgrounds. Children learn about the importance of healthy eating as the childminder ensures they are provided with nutritious food. Children are offered praise and encouragement to promote good behaviour and are supported in learning to share and reminded to say please and thank you.

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?	3
How well does the setting work in partnership with parents and others?	2
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?	2
How well are children helped to stay safe?	3
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

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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 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

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