

Inspection report for early years provision

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| Unique reference number | EY367724 |
| Inspection date | 27/10/2008 |
| Inspector | Audrey Opal Ufot |
| 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 2008. She lives in North Kensington in the Royal borough of Kensington and Chelsea. Two rooms of the childminder's flat are used for childminding. Access to the provision is via few steps up to the front door. There is a fully enclosed patio available for outside play.

The childminder is registered to care for a maximum of six children at any one time, three of which may be in the Early Years Foundation Stage age range. She is currently minding one child under five years. The childminder is also registered on the compulsory and voluntary parts of the Childcare Register. The childminder takes children to the local library, playgroup, adventure centre and the park. She is a member of the National Childminding Association (NCMA).

Overall effectiveness of the early years provision

The environment is welcoming and well organised. Children are happy and secure in the childminder's care. As a result, children have a sense of security and this promotes their well-being. Children have easy access to a range of resources and toys to promote their development and choice. The childminder respects each child's cultural background and works closely with parents which enables her to gather words in the children's home language to help support their communication skills.

The childminder provides the children with opportunities to learn and develop through everyday experiences although she has not yet established a system for planning, observing and assessing the activities provided. She is keen to develop her skills and practice by attending ongoing training in the Early Years Foundation Stage (EYFS) Statutory Framework.

What steps need to be taken to improve provision further?

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

- develop knowledge and understanding of the Early Years Foundation Stage, in regard to planning, assessment and the evaluation of activities to promote children's learning and development
- increase the play resources to promote equality of opportunity and anti-discriminatory practice.

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

- maintain a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) (Suitable premises, environment & equipment)(also applies to both parts

21/11/2008

of the Childcare Register)

The leadership and management of the early years provision

The childminder has attended the required training, such as the introduction to childminding course, CACHE Level 3 Diploma in childcare and first aid. She has begun to evaluate her service, and has identified aspects for improvement and her need to become more familiar with the EYFS framework. In addition, she is also aware that she is required to implement a system for planning, evaluating and assessing the activities provided for children. The childminder has organised training courses to develop these areas.

The childminder has recording systems in place so that children's needs, such as their likes, dislikes and routines, are known and are provided for. The environment is organised to allow children to explore and access a variety of toys and learning resources. The childminder provides activities that the children enjoy. She rotates play resources throughout the day to ensure they are stimulating and supportive of each child's interests and development. The childminder keeps parents informed about their children's daily routines and their developmental progress to ensure children's individual needs are met. Feedback from a parent states that they are happy with how well their child has settled in the childminder's care.

Children play in safety because they are well supervised. The childminder is suitably vetted and unchecked visitors are excluded from the home during childminding hours. Children are safeguarded because the childminder have a sound knowledge of child protection issues; however, she is less secure with the local safeguarding procedures. The childminder risk assesses her home to ensure that the areas used are safe for the children and she uses safety equipment such as safety gates and socket covers. However records of risk assessments are not yet in place. Most of the required documentation is in place, including medication records and accident and emergency treatment. This is the first inspection since registration; therefore, there are no previous actions to be met.

The quality and standards of the early years provision

The bright smiling faces of children express how much they enjoy their time with the childminder. Children are developing a trusting relationship with the childminder because she plays with them and responds to their individual needs. The childminder has a positive attitude towards inclusive practice because she values and respects children as individuals and works closely with parents to provide for their care needs. However, there are not sufficient play resources that promote equality of opportunity and anti-discriminatory practice.

The childminder gives parents a copy of her sick child policy, which states that children must not attend if they are unwell. As a result, children are protected from unnecessary illness.

Healthy meals and snacks are provided either by the parents or in accordance with their wishes; drinks are easily accessible. All children are welcomed into the childminder's home. She demonstrated through discussion that she encourages children to learn to share, take turns and to value each other.

Children are confident in exploring the learning environment, moving from the play room to the lounge, choosing from a suitable range of play resources and activities. Resources such as books, sensory toys, puzzles and role play materials help the children to develop their sense of self-esteem and well-being. Good use is made of the local community, children are taken out each day to visit play groups, the adventure centre and open spaces where they have opportunities to interact with other children and adults. The childminder uses questioning effectively to encourage children to develop their language. For example, she asks the children 'Where is the dog?', and says 'Show me'. One child pointed to the dog in the picture and made a 'WOOF, WOOF' sound. The childminder clapped and praised the children for their efforts. Opportunities for the children to count through singing nursery rhyme songs promote their understanding of simple number sequences. However, the childminder is not yet using observations of the children's abilities to plan for their next stage in their learning and development.

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

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| 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

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| 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

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| How effectively are children in the Early Years Foundation Stage helped to learn and develop? | 3 |
| 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? | 3 |
| 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? | 3 |

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:

Not Met (with actions)

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

Met

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:

- develop a written safeguarding policy and procedure (Arrangements for Safeguarding Children) 24/11/2008
- make available to parents a written statement that provides details of the procedure to be followed if they have a complaint (Procedures for dealing with complaints) 24/11/2008

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 registration there have been not complaints made to Ofsted.

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.