

Inspection report for early years provision

Unique reference number	137698
Inspection date	12/05/2009
Inspector	Kim Mundy
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 has been registered since March 2001. She lives with her husband and two children. The family live in Wembley in the London borough of Brent. The ground floor of the house is used for childminding and access is via one door step. There is a safe and secure garden at the rear of the premises. The childminder walks to local schools to take and collect children, and attends the local parent and toddler group. The childminder speaks English and Hindi.

The childminder is registered to care for a maximum of six children at any one time and is currently minding three children within the early years age group. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall the provision is satisfactory. Children are having fun as they make sound progress in their development. Systems are in place to ensure that they are safe and secure in the childminder's home. Their individual care and learning needs are being met by the childminder in partnership with parents and carers. The childminder is beginning to review her practice to improve the service she provides for children.

What steps need to be taken to improve provision further?

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

- provide toys and resources to help children to develop an understanding of diversity
- continue to develop knowledge and understanding of the Early Years Foundation Stage(EYFS), and how to use observations and assessments to plan the next steps in children's learning
- establish effective links with children's schools to share relevant information for continuity and coherence in their learning.

The leadership and management of the early years provision

Children are cared for in a warm and welcoming home. The childminder has all of the required paperwork in place to support children's well-being, for example, accident and medicine records. She has systems in place to promote children's safety, for instance, by carrying out regular risk assessments. Children are safeguarded in the childminder's care because she has a sound knowledge and understanding of child abuse and knows what to do if she has any concerns.

The childminder is beginning to evaluate her service by using the Ofsted self-evaluation form and she has introduced parent questionnaires. She seeks

improvement through training opportunities and reflection on her practice. For example, the childminder is just beginning to develop relationships with children's schools to promote continuity and coherence in their learning. This is an area for further development.

Partnerships with parents and carers are promoted well and they are pleased with the care provided for their children. The childminder shares her observations of children's progress with parents and she is beginning to keep a record of this. However, arrangements for assessing children's development and identifying their next steps for learning are not fully in place. Toys and resources are within the children's reach and are well laid out with space for children to explore and investigate.

The quality and standards of the early years provision

Children are supported well by the childminder in their learning; she skilfully asks open-ended questions to extend their speaking and listening skills. The childminder helps children to make sound progress towards the early learning goals. Children enjoy one to one attention they receive from the childminder. Their individual needs are well catered for because the childminder plans activities with the children's individual interests in mind. For example, children are currently particularly interested in how things work by pressing buttons on the cash till, camera and telephone. They are fascinated by wheels on cars and like round objects, such as balls which they make with play dough. Children enjoy stacking cups to build towers.

Regular praise and encouragement help children to develop confidence and self-esteem. They giggle and laugh as they use finger puppets, sing favourite songs and rhymes. Children have opportunities to participate in creative activities, for example, as they paint, draw and stick. They benefit from regular outings to the library, children's centre and park to develop their social skills and widen their experiences. The childminder provides a suitable range of toys and resources, which are within easy reach for children to explore and investigate independently. However, the childminder does not have sufficient range of toys and resources to help children to develop an understanding of diversity.

Children are learning to keep safe as they practise the fire drill. Children are protected from the spread of infection because they do not attend if they are infectious or unwell in themselves. Their good health and well-being are being promoted, for example, children learn to wash their hands during the routine of the day. The childminder holds a valid first aid certificate which means that any accidents are managed appropriately. Parents are required to provide packed lunches and snacks for their child. The childminder encourages very young children to use spoons as well as their fingers when eating. Drinks are freely available throughout the day so that children do not become dehydrated.

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?	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

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