

Inspection report for early years provision

Unique reference number	137582
Inspection date	13/01/2009
Inspector	Maria Therese Conroy
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 has been registered since 1996. She lives with her husband and 15 year old son. They live in a house in Wembley. The house is within walking distance of transport links and local amenities.

The areas used for childminding are the living and the dining-playroom on the ground floor. The living room is also used for sleeping purposes. There is an enclosed garden to the rear of the premises. There are no pets.

There are currently two children under five on roll. The childminder is registered on the Early Years Register, compulsory part of the Childcare Register, and voluntary part of the Childcare Register. Overnight care is not provided.

The childminder speaks, English, Hindi, Marathi, Gujarati, Punjabi, Urdu and has some knowledge of Sanskrit.

Overall effectiveness of the early years provision

The childminder has a secure understanding of children's individual needs, the Early Years Foundation Stage (EYFS) and welfare requirements. Therefore the quality of the provision is good which results in children making progress. The childminder spends quality time sitting with the children supporting them in their play and learning, which gives them confidence and security. There are effective communication links with parents enabling the childminder to keep them fully informed, for example through displays of children's art work, daily diaries and regular verbal updates. The childminder promotes inclusive practice and works with parents to gain knowledge of children's individual care needs to enable her to do this. The procedures in place to identify areas for improvement are in their infancy however the childminder has been keen to develop her practice and has attended courses to enable her to do so.

What steps need to be taken to improve provision further?

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

- analyse observations to identify the most effective practice to support children in their next steps
- develop the procedures in place for identifying both strengths and weaknesses to continually improve the quality of the learning, development and care provided

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

- request written permission from parents for seeking emergency medical advice or treatment

27/01/2009

The leadership and management of the early years provision

The childminder is beginning to identify strengths and weakness and highlight areas for improvement. She is keen to improve quality and has recently completed a National Vocational Qualification Level 3 (NVQ) in children's care and learning and development. In addition the childminder regularly attends short training courses to enable her to be kept fully informed of changes to legislation and good practice issues. The childminder has become familiar with the EYFS (Early Years Foundation Stage) framework and welfare requirements and is part of the local Quality Assurance scheme "Children Come First", this enables her to receive regular support from the network co-ordinator to support her in providing a good quality service.

The childminder has established good communication links with parents enabling her to keep them fully informed of their child's care and developmental progress. For example parents have their contracts updated every six months and during this time, there is the opportunity to view their child's file including photographic evidence, observations and plans. In addition personal information is available on the children, including written consent to seek emergency medical treatment, however this is not obtained for all children in the childminders care. In addition the childminder has good links with the local children's centre where children are taken to attend play sessions which enhance the activities provided from home.

The childminder has a good understanding how to safeguard children; a written child protection procedure is in place which is shared with parents. Children are taught to keep themselves safe through daily activities and regular risk assessments are undertaken. There are suitable procedures in place to ensure that all adults who have access to children are suitable to do so and all visitors are recorded in the visitors book.

The quality and standards of the early years provision

The childminder plans a range of activities to promote all six areas of development. She has a good understanding of the EYFS and plans activities that are led by children's interests and developmental needs. The activities provided for children are interesting and resources are well organised within the environment to enable children to make independent choices and see clearly what is available from the variety of resources provided. Children enjoy listening to music and they dress up, they mark make and create chapattis from play dough, giving a sense of creativity.

The childminder ensures that children have many different play opportunities to promote all areas of learning, both in the home and through outings such as play sessions in the local children's centre. This enables children to promote their social skills, have access to a wider range of resources and become familiar with their local environment.

Children's language skills are enhanced as the childminder consistently speaks to

the children as they complete daily tasks. For example as the children wash their hands, the childminder provides a running commentary on what they are doing, reinforcing the meaning of the words. Time is also given for very young children to respond to what the childminder has said to them; young children babble for a considerable amount of time and the childminder uses gestures such as smiles and nodding to acknowledge what they have said.

The childminder is developing her confidence in undertaking observations which are supported by photographic evidence. The observations identify children's next steps, however they are not always fully analysed, which does not support the childminder in planning effective activities to meet the identified areas for development.

The childminder has clear boundaries for children and gives explanations as to consequences of their behaviour. Children are encouraged to be kind, share and take turns. The childminder is warm and welcoming and responds to children's needs making them feel safe and secure.

Documentation is well organised most policies and procedures are in writing, which are shared with parents. Each child has their own developmental file and a well organised parents area is visible on arrival where parents poster, registration poster and attendance records are available in addition a large poster is displayed explaining the principles of the EYFS giving parents additional information.

The childminder effectively promotes children's physical, social and economic development because of her knowledge and understanding about the importance of learning. The childminder takes every opportunity during children's play to extend and enhance learning for example as the child moves the beads on the abacus, she counts as the child moves each one, encouraging problem solving and numeracy.

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.

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.