

Inspection report for early years provision

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| Unique reference number | EY290527 |
| Inspection date | 22/01/2009 |
| 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 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 2004. She lives with her mother and nine year old son in a four bedroom maisonette in the Ladbroke Grove area of the Royal Borough of Kensington and Chelsea. The main area of the home used for childminding is the ground floor. As there is no outside space, the childminder takes children to local parks and playgrounds regularly. Access to the entrance of the home is on the first floor, accessible by stairs.

The childminder is registered to care for a maximum of three children on the Early Years Register, she is also registered on the compulsory part of the Childcare Register. The childminder takes and collects children from Thomas Jones Primary School.

The childminder is a member of the local authority's 'Children Come First Childminding Network' and is a member of the National Childminding Association. The childminder supports children who have English as an additional language as she speaks English, Somali and Arabic. She has experience of caring for children with learning difficulties and disabilities.

Overall effectiveness of the early years provision

Children are relaxed and happy as the childminder offers warm and affectionate care that supports their welfare and learning. The childminder informally evaluates her provision and this ensures ongoing improvement and development, she has a positive attitude to changes in childcare and has a quest for training. She knows and supports children's individual needs well and she takes pride in their achievements. Parents receive verbal and written feedback regarding their child's welfare and progress and are very happy with the care their children receive.

What steps need to be taken to improve provision further?

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

- continue to develop knowledge of the Early Years Foundation Stage to further improve planning, monitoring and assessment of children's progress

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

- develop the system for conducting risk assessments, including one for each type of outing carried out, reviewing regularly and recording when and by whom the aspects have been checked (Documentation)

28/02/2009

The leadership and management of the early years provision

The childminder is embracing the changes of the Early Years Foundation Stage. Although she has yet to obtain a hardcopy of the documents to underpin her practice, she has undertaken a training course and receives good support from the local childminding network to enable her to meet the needs of the children. She reflects on her practice and identifies areas that she wishes to develop to further benefit the children. She is keen to develop her service and gains knowledge through attending courses, for example, she is currently undertaking a National Vocational Qualification at level 3 course in childcare. Most documents required for the safe and efficient management of the setting and to meet the needs of the children are in place. The childminder assesses hazards to ensure children's safety and has a check list in place, however, this is not underpinned with appropriate records to meet regulation.

The childminder has effectively addressed the recommendation made at the last inspection thus improving children's access to resources and their safety. The childminder ensures that she works well with parents of children attending to promote continuity of care and their development. She ensures that children's uniqueness is fostered; she is able to support children's home language and is very aware of their interests and abilities. Parents access good information about the setting and their child, through discussions and policies and procedures. She is developing her systems for recording and monitoring children's progress which is shared with parents. References from parents are complimentary and note that their children have enjoyed a variety of play activities and learning experiences, and develop positive attitudes towards people who are different from themselves. The safeguarding procedures in place ensure that the children are well protected; the childminder has recently refreshed her knowledge.

The quality and standards of the early years provision

The childminder promotes the welfare of the children very successfully in an environment that is safe and welcoming. Children demonstrate through role play that they know the oven is hot. They learn how to keep themselves healthy as they cleanse their hands prior to eating their snacks and after using the toilet. Children benefit from home cooked food which they devour and are offered choices of healthy snacks provided by the childminder. They are gently reminded to take a drink regularly to quench their thirst. Regular trips to the local park affords the children fresh air, exercise and opportunities to explore nature. The childminder has a valid first aid certificate to enable her to treat the children appropriately in the event of an accident, although she has not obtained emergency medical treatment consent from all parents in her care in line with regulation. Children's confidence and self-esteem is promoted by the childminder who ensures that they feel safe and loved by offering physical comfort and meaningful praise. She has a reminder list on display of 49 ways to say well done. Children develop their independence skills as they access toys freely from the resources set out accessibly and begin to use the toilet independently.

Children enjoy a wide range of activities and opportunities to enable them to make good progress across all six areas of learning. The childminder knows the children well and follows their lead when planning activities and experiences that extend their learning. Currently, written observations are in their infancy and the childminder is developing her skills in this area. Systems for planning aid the childminder to monitor that each area of children's progress and next steps through the elements towards the early learning goals are recorded. Children learn to become skilful communicators as they absorb the childminder's routine commentating in both English and their home language. They are asked questions and respond positively to short commands. They are introduced to the pleasure of books and have the opportunity to mark make, for example, with pens and paints. Children use mathematical language in their play when making circles with the train set and triangles when rolling dough. They adore the role play area and benefit from the good range of resources supplied by the childminder. They meticulously prepare pies and pizzas using the play-dough as pastry and Plasticine as fillings. They put the metal flan dishes into the play oven, which makes noises when switched on, they then use an oven glove to remove the 'cooked' food warning everyone that it is hot. The childminder identifies that children have limited access to information computer technology and is exploring ways to improve this. Their learning experiences are extended by regular visits to local drop in groups.

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? | 2 |
| How well does the provision promote inclusive practice? | 2 |
| The capacity of the provision to maintain continuous improvement. | 2 |

Leadership and management

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| 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

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| 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 |

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

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

There have been no complaints made to Ofsted since the last inspection.

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.