

Inspection report for early years provision

Unique reference number	EY296404
Inspection date	08/01/2009
Inspector	Vivienne Rose

Type of setting	Childminder
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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 husband and three sons aged five, eight and 12 years. They live in two bedroom tenth floor flat in the Barbican in the corporation of London. All areas of the home are available for childminding.

The childminder is registered to care for a maximum of three children under eight years and is currently minding three children on a part-time basis. The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register.

The childminder attends early years groups with the children including the library, local parks, play centres and music groups.

Overall effectiveness of the early years provision

The children's needs are well met because the childminder treats children as individuals and makes sure they are all included. Children have many opportunities to learn about the wider world through their play, the good range of resources, discussion and the welcoming inclusive environment. The childminder is continuously striving to improve her practice and has undertaken further training. This has included completing her National Vocational Qualification in Childcare level 3 and more recently she has attended child protection training. The partnership with parents is a key strength of the provision and contributes well to ensuring that the needs of all the children are very well met.

What steps need to be taken to improve provision further?

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

- ensure that records are maintained of any incidents which occur to children outside of the childminders home; and any incident of behavioural management strategies used.

The leadership and management of the early years provision

Children are well safeguarded because the childminder organises her service well, most of the required documentation is in place to ensure that children are secure and protected. All members of the household have undergone suitability checks and children are always supervised. Regular risk assessments are carried out and all the required consent forms are in place. Children are given explanation about how to stay safe by learning that some things are hot in the kitchen or some cupboards are not to be opened which is explained at their level of understanding. Resources are accessible to children to enable them to make choices about their play. Children find out about the wider world through regular activities to promote

children's understanding of their own cultural background. For example, by using a map children find out about their own families origins, this helps them to understand the wider world. A daily activity sheet is shared each day with parents and is flexible and goes with children individual interests. Parents are encouraged to share what they know about their child and routines and likes and dislikes are used as starting points for clear observations and planning for children. Partnership with parents is excellent they receive details of the care and education provided and they have good opportunities to meet with the childminder. They have access to samples of their children's work, photographs and records which show their achievements whenever they take or collect their child and they talk regularly to the childminder. This ensures that they are involved in their child's daily routines and learning.

A daily record of children attendance is maintained and all information is stored confidentially. The childminder has good understanding of child protection procedures and safeguarding children in her home and has undertaken training. Children's health is protected because the childminder holds a current first aid certificate. There are very clear records of accidents which are signed by parents and permission is requested for emergency treatment. This supports the welfare of the children. However, records of incidents which happen outside of her home and behavioural management strategies used when these are required are not always recorded. However, these issues are always discussed with parents.

The quality and standards of the early years provision

Children have good opportunities to experience a well organised and a very happy environment. They are offered an exciting range of play activities which includes cookery and learning about re-cycling. They take part in outings such as visiting local music groups, play centres and parks to increase their understanding of the world around them. They paint, draw and glue using a variety of materials including sawdust. They cut out hand shapes and write their nationality on them to form a tree of language this shows respect for each other and encourages children's sense of self. Children play with dough and sing songs and rhymes to support their creative learning. The children's developing needs are met when the provider observes their skills and plans for their next steps, for example, when she helps to develop the babies crawling and exploration skills. Recently a child's conversation and interaction skills have been encouraged by using a child's interest in cars.

The childminder shows a good understanding of how to support children's learning through her plans which have a focus activity each day. The environment is bright, clean and well organised and secure which helps children work towards the early learning goals.

Children learn about problem solving when they play with bricks and sound boxes, they sing songs and counting rhymes and learn about more and less than when weighing ingredients for cooking. Children are encouraged to learn and develop their personal and social skills when they share and take turns and learn about simple rules of safety and what is acceptable behaviour. Children's sense of independence is encouraged when they access toys and resources at low level.

They interact well with the childminder who talks to them and encourages their development and play for example, when she sings songs to them. Children smile and focus on the childminder's face as she interacts with them. Small babies are encouraged to develop crawling skills and to move freely in the playroom and are given plenty of praise and encouragement to develop physically.

Children regularly attend parks to develop their physical skills and are learning about keeping healthy when they wash their hands and are offered a variety of nutritious food, for example, home made soups and yoghurt, fresh fruit, chicken and fish and regular access to water throughout the day.

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?	1
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

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.