

## Inspection report for early years provision

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<b>Unique reference number</b>	137697
<b>Inspection date</b>	25/02/2009
<b>Inspector</b>	Audrey Opal Ufot
<b>Type of setting</b>	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 1985. She lives with her husband and adult children in the London Borough of Brent, close to shops, parks, schools and public transport links. The ground floor of the childminder's home is used for childminding.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding three children in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and attends several toddler groups on a regular basis. She is a member of the National Childminding Association.

## **Overall effectiveness of the early years provision**

Overall, the quality of the provision is good. The childminder provides a welcoming and inclusive service to parents and their children who ensures every child's needs are met. All aspects of children's welfare are promoted with success. This ensures children are safe and secure at all times. The childminder has attended a number of training courses for the Early Years Foundation Stage. As a result, children's individual stage of learning is well planned for through continual observations and assessments. The childminder is currently developing the information she collects from parents in relation to children's stages of development. Children really enjoy spending time in the childminder's home; they are happy and content in the environment with their friends. The childminder is aware of the strengths of her provision and has identified areas for improvement.

## **What steps need to be taken to improve provision further?**

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

- update knowledge and understanding in child protection, in particular the Local Safeguarding Children Board issues
- formalise the process of assessing children's starting points

## **The leadership and management of the early years provision**

The childminder has developed good knowledge and understanding of the Early Years Foundation Stage (EYFS). As a result she is able to plan a range of activities which effectively help children make good progress in their learning and development, and promotes their welfare. The play room is very well organised with a balance of child-initiated and adult-led activities and age appropriate toy

resources. This provides children with many opportunities to explore, be independent and self-confident in making choices.

Policies and procedures for the childminding service are shared with all parents, which helps ensure children receive continuity of care. The childminder keeps parents informed about their children's daily routines and developmental progress to ensure children's individual needs are met. All information relating to individual children is in place, well maintained and effectively stored to ensure confidentiality. Feedback from parents states that they are happy and well informed about their children's care and achievements through link books the childminder places in their children's bags. Parents also comment that their children's portfolios are available for them to observe so that they can write their comments about where they see their children are making good progress or not. This ensures children's individual care and learning needs are met effectively.

The childminder carries out good self-evaluation of her practice through observation, considering the views of the children and parents in order to make continuous improvements. At the previous inspection four recommendations were made. In regards to nappy changing procedures, each child brings from home a nappy changing mat. This promotes good hygiene practice and prevents the spread of cross infection. Children are provided with a wide range of activities that are challenging and appropriate for their age and abilities. There is a wide selection of cultural resources such as books, dressing-up clothes, musical instruments and small world figures of people and presidents of different countries dressed in their cultural costumes. This support children in their learning about the different cultural groups within their communities and the wider world. Parents and carers sign in and out when they bring and collect their children to and from the setting. Children are safe in the environment that the childminder provides. Risk assessments are recorded and the childminder carefully assessed potential risks in her home and taken appropriate action to remove any hazards. The childminder teaches children about keeping safe in the home. For example, one child demonstrated why stair gates are used as the child said to the visitor 'the little ones won't go up the stairs because there is a gate'. The childminder is suitably vetted and Ofsted kept informed of students living on the premises for short periods.

## **The quality and standards of the early years provision**

Children are happy, secure and feel confident in the learning environment. They are making good progress in all areas of their development. Regular observations of the children is used to assess their progress and to plan the next stage in their learning. Planning of activities is flexible and allows for children to influence the daily routine. This encourages children to make up their own play with the support of prop materials that encourage their creative imaginations. For example, children ask the childminder to help them make a tent with sari materials thrown over chairs. With this children called this their 'choosy cubby hole' where they role play dressing-up as a nurse and sing 'Miss Polly has a dolly who is sick', also the children play with dolls and act out putting their babies to sleep.

Children whose vocabulary is developing, the childminder uses good eye contact as she sings rhyme songs with the children such as 'Twinkle Twinkle Little Star'. The childminder and the children engage in lively conversations that promote and extend their communication skills. She asks the children questions which help them recognise numbers out of sequence. For example, the childminder uses a number puzzle and asks the children to find a number that matches their age. Older children confidently choose a number and proudly say 'I am 2'. The childminder celebrates the children's achievements and say 'well done'.

Children have easy access to a wide range of toy resources and musical instruments and help themselves to African drums, xylophones, tambourines and other shaking equipment such as bottles filled with lentils or rice. With this young children get excited as they bang and shake the bottles making up their own sounds. They showed how much they are enjoying themselves as they smile, swerve their bodies, wave and clap their hands saying 'hey hey'. In other situations children press buttons on musical toys as it plays 'Wind the Bobbin up' rhyme song.

The spacious living room is transformed into a play room which is well organised providing children with many opportunities to explore. For example, young children who are beginning to develop control over their bodies crawl and hold on to settees to support their standing.

Children regularly play in the back garden and know when it is time for outdoor play. They are familiar with the local environment as they regularly visit local facilities such as playgroups, library and parks. This promotes children's physical development and provides children with opportunities to mix with their peers and adults. Children's behaviour is generally good. When necessary, the childminder manages situations sensitively, using good explanation to encourage children to share and develop friendships.

Children learn and practise good hygiene. They wash their hands after coming in from outdoor play, after using the toilet and before lunch. The childminder's practice helps to minimise cross-infection. Nappy changing mats and beddings are for the exclusive use of each child. The childminder seeks permission from parents for emergency medical advice or treatment. She has an effective medication policy with records of medication administered. The childminder has a good understanding of the different types of child abuse and is aware of the importance of recording concerns and reporting these to the appropriate agencies. However, she has yet to attend training in the Local Safeguarding Children Board procedures. The childminder is committed to attend training in this area. Parents are fully informed about their children's learning and development and how it links in with the Early Years Foundation Stage statutory framework; also through two-way communication link books, development records and daily discussions. However, the childminder is currently developing the information she collects from parents in relation to children's stages of development. The childminder describes that she has developed links with the local school of previous minded children and has built close working partnerships with the local childminding support network.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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](http://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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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## **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.