

## Inspection report for early years provision

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<b>Unique reference number</b>	155029
<b>Inspection date</b>	23/04/2009
<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 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 2001. She lives with her husband and children aged 15 years, 14 years and 10 years, in Queen Park in the London Borough of Brent, close to shops, parks, schools and public transport links. The whole of the ground floor of the childminder's home is used for childminding, with the exception of the bedrooms.

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 four children in this age group. She 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 works with an assistant.

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

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

Overall, the quality of the provision is outstanding. The childminder provides a rich and well-balanced learning environment which promotes children in their learning and development. All aspects of children's welfare are met with success ensuring they are safe to explore, feel secure and confident. The childminder has excellent relationships with parents; this helps to involve them in their children's care and education and they are kept very well informed of their children's progress. She has extensive knowledge of the Early Years Foundation Stage (EYFS) and has the skills to help children learn and achieve. The childminder has accurate understanding of the strengths and weaknesses of the provision and takes effective steps to improve it.

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

To further improve the high quality early years provision the registered person should consider:

- continue developing the system for assessing children in all areas of learning.

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

The childminder keeps herself current with changes in relation to childcare practice through personal reading, attending training and workshops in the Early Years Foundation Statutory framework for learning and development and welfare requirements. With the knowledge gained she uses this and provides an

abundance of support for other childcare workers. In addition to this, she runs drop-in groups, one of which enables parents and their children to meet prospective childminders. She uses the wealth of her knowledge effectively in her work as a childminder. She has in-depth knowledge and understanding of the EYFS and plans a stimulating and challenging curriculum for the children. This is flexible and allows for children to influence the daily routine.

The childminder organises the ground floor of her home so that children can access a wide range of exciting toy resources such as, African instruments like rain makers and drums and other musical toys, books, a wide range of dressing-up clothes which promotes images of different cultures; construction toys, mark making and numeracy materials. These are adapted depending on the age and needs of the children present. Self-evaluation takes into account the views of children, parents and their extended family in order to make effective continuous improvements. Children's welfare is effectively promoted through clear policies and procedures that operate the childminding service. The childminder has excellent understanding of how to apply and package these policies for parents. For instance, each parent is provided with a tailored parents' pack which supplies them with valuable information about local nurseries and primary schools. This helps parents to choose good quality provision within the local and wider community. All information relating to individual children is in place, well maintained and effectively stored to ensure confidentiality.

The childminder has very effective systems in place to promote partnerships with parents. She works closely with them to find out how she can support children in her care. The childminder has developed links with the local authority, nursery schools and other professional bodies in order to support children in their learning and any specific needs when necessary. In addition to this, she works in conjunction with her local authority and runs numerous groups one of which is parenting classes. She places very strong emphasis on children's safety and welfare. Risk assessments for both indoors and outdoors identify safety issues such as how they are dealt with and the actions taken. Named parents or carers sign in and out when they bring and collect their children to and from the setting. All adults in the household are vetted and the childminder ensures that children are well supervised at all times. Children are aware of fire safety around the home because they practise fire evacuation procedures regularly; recordings of these are available for parent and public liability and car insurance details are in place

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

Children feel at home enjoying themselves in the comfortable and well organised learning environment. This promotes children's independence to explore and build their self-confidence. Children help to lay out play resources before the childminder takes them out on their regular visit to drop-in group. Upon their return children with enthusiasm choose what they what to play with. Planned activities are theme based and take into consideration notable events such as birthdays and festivals. The childminder has warm and caring relationships with the children. She uses a range of methods to help them learn and recall past group activities such as baking sessions which take place either at the setting or at drop-in groups. For

example, the childminder and the children make up small photographic books which shows the ingredients used in making fairy cakes. Children with excitement talk about how they use wooden spoons to mix butter and sugar together. The childminder records observations of children, and uses this information to assess their progress and to plan future learning. This system is being continually developed to ensure it covers all areas of learning.

Displays of the childminder's family and minded children's photographs, art work, posters and parents' notice board make the environment welcoming to both the children and their parents. Children have many opportunities to recognise a range of familiar words. For example, labels over children's coat pegs supported with photographs help them recognise their own and other children's names. Through the good range of writing materials children attempt to write for different purposes; they hold pencils correctly to form recognisable letters in their names. Story times are a relaxing and cosy time for the children; they choose their favourite books and sit on the floor as they talk with the childminder about whose turn it is to sit on her lap. Children participate with excitement looking and talking about the animals in the book called 'A Dragon on the door step'. The childminder asked the children questions that encourages them to look and think such as 'where is the bear?'. Children with raised voices say 'he is behind the ironing board', the childminder pauses for a while and asks the children 'and what do you think will happen next?' as the children and the childminder turn the page. Children confidently complete shape puzzles; following this the childminder engages with the children and encourages them to use language such as 'square', 'triangle', 'round' and 'bigger' to describe shapes and sizes.

Children have many opportunities to participate in music sessions exploring how sounds can be changed through simple rhyme songs. For example, the childminder encourages children to pluck on a guitar and bang on African drums to recognise repeated sounds matching this to movements and dance. Children learn about their own culture and beliefs and those of others through story books such as 'My World Your World'. During this time children learn about the different clothes people wear such as sari. There are excellent photographic evidence showing children participating in many festival celebrations, such as Chinese New Year, Mothers' Day, Black History month and more recently St George's Day when children made flags.

The childminder works exceptionally well in partnerships with parents gathering information from them about their children's capabilities and starting points. For example, before each child starts at the childminder's setting she carries out home visits, spending time with each child in their homes, playing with them and observing what they can achieve through play and where they are in their developments. She uses this to assess and plan play and learning activities that are tailored to suit each child. This ensures the uniqueness of each child is met effectively. In addition, this enhances a smooth transfer from the children's homes to the setting. Parents are fully informed about their children's learning and development and how it links in with the Early Years Foundation Stage Statutory framework for learning and development. The childminder further informs parents about their children's learning progress through two-way communication link books, developmental records and daily discussions. They are given copies of the

weekly activity plans, these are also displayed for them. Parents comment that the childminder provides excellent childcare for their children.

Children have a growing ability to take off their shoes after coming in from outside, to wash their hands after using the toilet and before eating snack and lunch. For example, they say with childminder 'we wash our hands so germs won't go down in our tummies'. Children practise good personal hygiene as they independently brush their teeth after lunch times. The childminder provides healthy and nutritious meals and snacks for the children and some parents provide their children with pack lunches. Children are offered regular drinks of water throughout the day. The childminder gives parents a copy of her sick child policy, which states that children must not attend if they are contagious. As a result, children are protected from unnecessary illness. Children's well-being is safeguarded because the childminder has a good understanding of the different types of child abuse and knows the importance of recording concerns and reporting these to the appropriate agencies.

## 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>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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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

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

Met