

Inspection report for early years provision

Unique reference number	137636
Inspection date	11/05/2009
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 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 1983. She lives with her husband and one adult child in a house located in Harlesden in the London Borough of Brent. The children have access to the ground floor of the premises and the garden for outdoor play. The childminder walks to local schools to take and collect children and attends a number of local toddler groups. The childminder is part of Brent childminding network.

The childminder is registered to care for a maximum of five children under eight years at any one time and is currently minding six children, five of whom are in the early years age range. The childminder is registered on the Early Years Register and both the compulsory and voluntary part of the Childcare Register.

The childminder is not registered to provide overnight care.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder has a secure understanding of the individual needs of each child and the Early Years Foundation Stage (EYFS). The childminder spends quality time settling the children in her care, giving them confidence and security, which promotes their well being. There are effective communication links with parents, which enables the childminder to keep parents updated on their child's well being. The childminder promotes inclusive practice and has obtained detailed information on the children in her care to enable her to meet their specific needs. The systems to identify areas for improvement are in their infancy although the process has enabled the childminder to have a good understanding of her strengths and weaknesses.

What steps need to be taken to improve provision further?

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

- extend risk assessments to include hygiene procedures in relation to cooling of hot food
- continue to develop skills in observation and evaluation to promote a rich learning environment to meet each child's individual stage of development.

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

- ensure that Ofsted are informed of significant events in relation to changes to members of the household (suitable person)

01/06/2009

The leadership and management of the early years provision

The childminder has begun to use the self evaluation process, which has helped her to identify areas for improvement and review her practice. She has actively sought the views of the parents and has plans for this to be an ongoing process. The childminder attends training on a regular basis and is keen to continue to improve her knowledge and skills, as a result she has recently joined the local childminding quality assurance network.

The childminder has established effective communication links with parents enabling her to keep them fully informed of their child's care and developmental progress. For example a home link book is in place for children, enabling a two way exchange of information. In addition a profile has been developed for each child, highlighting their developmental progress. Information on the childminder's practice is shared with parents at the beginning of the placement and they sign to confirm they have read the policies and procedures in place. The childminder has made links with other providers who are involved with children in the EYFS, enabling her to support children in the identified areas of development.

The childminder has a secure understanding how to protect children, she has attending safeguarding training and has a written child protection procedure in place, which is shared with parents. The childminder undertakes regular risk assessments including those for outings and reviews these on a monthly basis; in addition a check list is available to record the daily checks she undertakes. The childminder is active in keeping Ofsted informed of any students staying at the premises, although she has not updated the record of the changes to household family members.

The quality and standards of the early years provision

The childminder provides a wide range of purposeful activities both in the home and through local outings such as those to the local children's centres and parks. This enables children to have access to a varied range of play opportunities to promote the six areas of learning. The activities that are provided for children are interesting and support children's learning. For example, children explore and investigate as they enjoy planting seeds in the garden, they look for worms and care for the plants using the child sized watering cans provided.

The childminder has begun to undertake observations linked to the six areas of learning, although this is an area which she has identified for future development. The observations are supported with photographic evidence of the children taking part in the activities provided. Those activities are evaluated, although the next steps do not always clearly identify how the activity can be further extended for individual children.

The childminder is very much aware of promoting inclusion, she is successful in meeting the needs of each child in her care and giving each child individual attention. For example, she ensures a very young child is reassured on their first

day by staying within their sight as they drift off to sleep, at the same time she cuddles another child and reads them a story.

Children are given warm and responsive care which makes them feel safe and secure. The childminder supports children in their learning, giving them the confidence to try new things and progress well in their developmental. Young children enjoy listening to stories such as 'yuk' and the childminder provides a commentary of what very young children are doing during their play, which promotes language comprehension and extends vocabulary.

Resources are well organised to enable children to self select and have choices as to what they want to play with. The childminder is knowledgeable about the type of activities which children enjoy, for example she takes out the cooking utensils and play food and a young child thoroughly enjoys pretending to pour tea from the teapot to the cup and stirring it with a spoon.

Children are very well behaved, they are learning to be kind and gentle to one another through daily routines and they are taken to various toddler groups where they are learning to share, take turns and interact with other children. They celebrate festivals throughout the year, for example, making shamrocks for St Patrick's and cards for Diwali, in addition they have resources to enable children to learn about the wider community in which they live.

The childminder encourages children to have a healthy lifestyle, she provides a variety of physical play opportunities such as climbing on structures in the park, climbing through tunnels, and young children crawling to reach toys which have been placed in front of them. Generally good hygiene practices are followed for example, children are encouraged to wash their hands before they eat and effective nappy changing procedures are in place. However, on occasions hygiene practices do not fully protect children, such as blowing on children's food to cool it down. The childminder provides food in accordance with parents wishes and there is suitable furniture to allow children to sit comfortably, for example, a low chair and a high chair with supportive harness.

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

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