

## Inspection report for early years provision

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<b>Unique reference number</b>	137638
<b>Inspection date</b>	29/01/2009
<b>Inspector</b>	Kelly Eyre
<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 1984. She lives with her husband, who is also a registered childminder, and one grown up child in the Kensal Rise area of London. Three ground floor rooms of the house are used for childminding and there are two first floor bedrooms for children requiring undisturbed rest. Children have access to the fully enclosed garden for outdoor play. The property is accessed by a low step and facilities are located on the ground floor. The family has two cats.

The childminder provides care each weekday during term-time and school holidays. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She works in partnership with her husband who is also registered on the same registers.

Children on the compulsory and voluntary parts of the Childcare Register share the same facilities as those on the Early Years Register. The childminder and her husband share responsibility for the setting and currently have six children on roll, all of whom are in the Early Years age range.

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

Overall, the childminder makes good provision for children in the Early Years Foundation Stage, ensuring that they are offered appropriate support to be included in all activities and routines. The good knowledge of each child's individual needs ensures that the childminder promotes all aspects of their welfare and learning with success. The thorough procedures for observing and assessing children are a key strength. These ensure that children are consistently offered stimulating activities to extend their learning. The childminder's comprehensive procedures for evaluating her practice enable her to implement appropriate plans to continue to improve children's daily care and experiences.

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

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

- provide further opportunities for children to solve problems and write as part of their daily play

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

Children's individual development is consistently promoted because the childminder has clear methods for assessing them and monitoring their overall progress. The good partnership with parents and carers ensures that appropriate information is exchanged and the childminder can therefore support children to participate in activities and help them to make good progress in their learning. For example, the childminder is aware of children's routines and home language, respecting and

incorporating these into the activities and daily routines of the setting.

The childminder works in partnership with her co-childminder and has thorough procedures to support the continuous evaluation and development of their practice. She participates in a wide range of additional training and uses information from this to enable her to review her work and identify areas for improvement. She develops appropriate plans for the future, which lead to the potential to improve outcomes for children. Recent changes have included the introduction of more detailed observations and assessments of children to provide a clear picture of their individual developmental stages and needs, which is then fed into the daily activity planning.

The diligent implementation of safeguarding policies and safety procedures ensures that children are protected at all times and their welfare promoted. The childminder completes and reviews comprehensive risk assessments and carries out daily checks of the home to make sure that children are cared for in a safe, secure environment. The good daily hygiene procedures ensure that children's health is promoted and the spread of infection minimised. For example, children wash their hands before eating and after blowing their noses. Their health and development are further promoted because they are offered a wide range of healthy meals and snacks, all prepared daily using fresh ingredients.

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

Children are offered an exciting variety of activities that maintain their interest and support them in making good progress across all areas of learning and development. The childminder's thorough assessment procedures mean that she has a good knowledge of children's individual interests and developmental needs and is therefore able to provide appropriate activities to meet and extend these.

The good organisation and careful planning by both the childminder and her co-childminder mean that children's daily experiences are enhanced. Group story times are an example of this: older children listen to a story and join in with a discussion about the weather and appropriate clothing whilst younger ones sit near them but are sensitively supported by the other childminder who captures and maintains their attention with a simpler book, where they enjoy feeling the textured pages, making the animal noises and fitting the cut-out pieces back into the correct pages.

Toys and resources are appealingly arranged and accessible, ensuring that children are able to make choices and determine their play and activities. The childminder's thoughtful addition of her own resources further promotes their enjoyment and offers additional play opportunities. For example, through her observations, the childminder noted that children enjoyed playing with ribbon. She has therefore put together a collection of these and children show great excitement when she brings the basket out, happily exploring the many textures, lace and crochet.

Children's natural inquisitiveness is promoted and they are encouraged to be active in their learning, exploring and understanding their environment. For example,

they enjoy regular visits to the library, toddler groups, shops and parks, often combining these with activities such as collecting autumn leaves to make rubbings and collages. Their understanding is promoted because the childminder makes some use of incidental learning opportunities, such as counting toys and items in books. However, their development is not fully promoted as opportunities to solve simple problems and write as part of their daily play are not optimised.

Children's development is promoted because both the childminder and her co-childminder make full use of all resources and local facilities when planning activities. For example, their regular attendance at the local children's centre provides opportunities for children to interact with their peers, to participate in extended activities and also for the childminder to make observations and use these to plan complementary activities at home. The thoughtful use of all available resources means that children are offered a wealth of activities, including collage-making, finger painting, exploring corn flour, picnics in the garden and an extensive range of crafts.

## 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.