

Inspection report for early years provision

Unique reference number	156477
Inspection date	04/08/2009
Inspector	Kanwal Sonia Lobo
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 1996. She lives with her husband and two adult children in the Belsize Park area of the London borough of Camden. The family do not have any pets. The house is within walking distance of Belsize Park tube station and Hampstead main line station. The whole ground floor of the home is used for childminding purposes which includes the living/dining room, kitchen and upstairs bathroom. There is a rear garden available for outside play. The childminder is registered to care for a maximum of six children at any one time, three of which may be in the early years age group. She is currently caring for five children in the early years age group who attend on different days and times of the week. The childminder is also registered on the compulsory and voluntary parts of the Childcare Register. There are currently children on roll who have learning difficulties and/or disabilities. Children for whom English is an additional language attend the setting.

Overall effectiveness of the early years provision

The quality of the provision is good. Overall, children access an enabling environment which is created to ensure that it is warm and accepting of everyone. Children are confident to take advantage of play and learning opportunities as their physical and emotional needs are met well. The observations, planning and programme of learning reflect children's achievements and next steps. Evaluation of the service has recently begun. The childminder demonstrates the capacity to prioritise and target areas of weakness in order to bring about sustainable improvements.

What steps need to be taken to improve provision further?

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

- plan and provide activities and learning opportunities for each child which are based on their recent interests, needs and information gained from parents and linked practitioners in order to provide an individualised programme of learning.
- provide sufficient individualised bedding for children to promote their health and wellbeing.

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

- ensure a record of risk assessment clearly stating when it was carried out, by whom, date of review and any action taken is in place for the premises and each type of outing. (Documentation)

25/08/2009

The leadership and management of the early years provision

The childminder has recently begun to assess the overall effectiveness of her service. She is aware of her key strengths and is working towards identifying and targeting areas for improvement which have the most impact on the service users. Although, the views of parents and their children are routinely sought this does not yet fully extend to include their thoughts about the key strengths and areas for improvement. The childminder has taken positive steps to improve the standard and quality of the service she offers. She has met the recommendations set at the last inspection. This has made a significant difference to, for example, the way information about children's progress and achievements is shared with parents. Consequently, they are better informed of their children's achievements. The childminder has attended a number of training courses to develop her understanding of the Early Years Foundation Stage framework. This has increased her confidence to implement the changes and apply her knowledge more readily to most aspects of her business.

The childminder considers children's safety and conducts risk assessments both in and out of the home. However, a record of risk assessment which is reflective of all potential risks and hazards within the home and for each type of outing is yet to be developed to include all the required information. This is a breach of requirements of the Early Years Foundation Stage framework.

All other documentation is maintained to a good standard. The childminder demonstrates a sound understanding of her role in safeguarding issues and what steps to take in order to protect children from harm. Children benefit from a clean and well- presented environment. Generally good hygiene practice is promoted with the children through their daily routines. There are a number of measures in place to prevent the spread of infection but this does not extend to include children being assured of having their own individual bedding.

The childminder's positive and welcoming attitude helps children who have learning difficulties and/or disabilities feel reassured. She is attentive to their needs and develops their self- esteem and belief in themselves through encouragement and support. Consequently, children feel valued and good about themselves. This has led to a strong and close working partnership with parents who feel involved and readily share pertinent information with the childminder which ensures personalised care.

The quality and standards of the early years provision

Children are making good progress within the Early Years Foundation Stage. They are supported by the childminder who is sensitive to their individual needs and stages of development. She observes children whilst they play and learn and is developing a systematic and routine approach to using observations and assessment to plan for their next steps. Children happily participate in a range of activities but at times they are less interested in what is on offer. This is because the planning of activities is based mainly around a theme and does not always stem from children's need or interest. Wider partnership working with parents and

linked practitioners is being established to ensure that each child benefits from an individualised programme of learning. Children are learning how to keeping themselves safe. They are active learners and respond well to the childminder's clear explanations about putting some toys away to make room for other toys. They are beginning to make the connection that if they do not tidy away they may trip and hurt themselves.

Children know that their feelings are acknowledged as the childminder listens carefully to what they want. For example, younger children freely express their emotions and show disappointment for being unable to go outside due to the rain. Through recognition of how they are feeling, adequate support and explanations, which are in line with their level of understanding and maturity are given and consequently, they are happy to do something else. Children show delight when the heavy rain stops and they are able to play in the fresh air. They feel the light drizzle against their skin and want to touch and smell the wet leaves. The childminder helps children to make sense of their actions as they want to pull and break the leaves. Children are learning to negotiate the space around them as they have fun wheeling toys around each other and play provision which they use as obstacles. Children are learning to make the connection between physical exercise and their immediate needs. For example, they know they can help themselves to a drink of water to quench their thirst. Younger children have many chances to mark make as the childminder encourages them to draw and colour. They are confident communicators and initiate their own play and learning as, for example, they place the crayons in a line creating a pattern. Younger children express their needs confidently and show much more interest in their own immediate desire to manipulate and sort the crayons into and out of the box.

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?	3

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?	3
How well are children helped to be healthy?	3
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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