

## Inspection report for early years provision

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<b>Unique reference number</b>	101964
<b>Inspection date</b>	02/07/2009
<b>Inspector</b>	Chris Banks

<b>Type of setting</b>	Childminder
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## 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 2000. She lives with her husband and three children in a three bedroom maisonette in the NW1 area of Camden. A lounge and bedroom are the main areas used for childminding purposes. There are no facilities for children's outdoor play but an open space and play park are within walking distance.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of three children at any one time. Only two of these may be in the early years age group. She is not registered to provide overnight care. At the time of inspection, the childminder was caring for one child in the early years age group on a part time basis.

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

The overall quality of provision is good. Children benefit from the calm, affectionate approach of the childminder and are confident and relaxed in her care. They enjoy a varied range of play experiences and their ongoing learning and development is monitored well. Parents are valued partners and are kept well informed about children's progress. The childminder demonstrates a commitment to improvement through training and the sharing of good practice with other childminders.

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

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

- review how space is organised to ensure resources are made more easily accessible to children
- further develop systems for assessing children's progress and planning the next steps of their learning

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

The childminder demonstrates a growing knowledge and understanding of the revised framework which governs the care and education of young children. Since the last inspection, she has enhanced her childcare practice by attending a wide range of training events and shows commitment to improving her service to children and their families. She has positively addressed each of the recommendations made at the last inspection.

Policies and procedures relating to children's overall health, safety and welfare are effectively put into practice by the childminder. They are cared for in safe, comfortable surroundings where suitable standards of cleanliness and hygiene are

maintained. A comprehensive sickness policy, shared with parents, also helps ensure children are protected from the spread of any infection. If children require medication, the childminder closely follows the required procedure. Children are further protected because the childminder has recently updated her first aid knowledge and understands emergency procedures.

Good precautions are taken to keep children safe in the home of the childminder. Practical measures include having all required fire safety equipment and ensuring children only have access to areas designated for childminding purposes. Children regularly practise a fire drill with the childminder. This helps raise awareness of safety issues with children and helps prepare them in the event of any real emergency.

There is an improved understanding about the role of the childminder in protecting children from possible abuse. Since the last inspection, she has become better informed about the action to take should there be any concerns and is more familiar with possible signs and symptoms. This is due to her having recently attended updated training in this important area. Parents are also informed about her duty to safeguard the welfare of children.

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

Children are valued as individuals. The childminder works effectively with parents to ensure their child's health and care requirements are taken into good account. She spends time ensuring children are well settled and provides quiet reassurance to parents who may be leaving their child for the first time. She also makes herself available to parents outside childminding hours to provide advice and support. Parents are kept suitably informed about their child's progress through daily feedback and simple records.

Children benefit from consistency of care because the childminder develops routines to meet their individual needs and reacts sensitively to any changes. She organises her time well and takes good account of children's eating and rest patterns which are agreed in advance with parents. If children require extra support, the childminder has adequately improved her understanding of how to work in partnership with parents and outside agencies to promote children's welfare.

Children refer to the childminder's home as 'my house' and are very familiar and relaxed with their surroundings. A clean comfortable lounge is the main area used for childminding. Resources have improved since the last inspection with provision of dual language books, multi-cultural puzzles and small world toys. Some further improvement is needed, however, in the way resources are organised, to ensure younger children can easily access toys and equipment. In this way they will be more able to initiate their own activities, rather than relying on the childminder to make choices on their behalf.

The childminder takes an active interest in what children are doing and is developing a growing awareness of how different activities support various aspects

of children's learning. She is warmly supportive during their activities and uses gentle questioning to help extend their vocabulary. Young children are already able to identify various fruits and vegetables depicted in the brightly coloured posters displayed around the room and during counting and sorting games are beginning to understand shape, colour and size. Creative opportunities for children mostly involve visits to drop-in centres where they are also able to socialise with children from a range of backgrounds. Children also enjoy regular outdoor play and daily exercise in local play parks.

Systems for monitoring and evaluating children's progress are in the early stages. The childminder keeps noted photographic records of children's achievements and explains in very basic terms how she observes children to plan for their next steps. She has already identified this as an area for improvement and will be attending further training later in the year.

## 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?	3
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?	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?	3

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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