

Inspection report for early years provision

Unique reference number	137490
Inspection date	29/04/2009
Inspector	Caren Carpenter
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 1992. She lives with her husband and two young adult children in a three bedroom house in Neasden area within the London borough of Brent. The whole of downstairs including a toilet and one bedroom is available for childminding. There are two steps to access the premises.

The childminder is registered to care for six children under eight years at any one time and is currently caring for two children in the early years age group. The childminder is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register.

The childminder takes and collects children from local schools. The childminder takes children to the local parks, toddler groups and the local library. The childminder has a dog.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children feel secure because the childminder provides a homely environment and spends time supporting their play and learning. Children absolutely enjoy their time with the childminder because she provides a wide range of stimulating activities and play resources that capture their interest. High value is given to the uniqueness of each child to promote their well-being and development. The childminder is highly committed towards evaluating and improving the service she provides to children and parents.

What steps need to be taken to improve provision further?

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

- use observations of children's achievements to identify learning priorities and plan relevant experiences for the next stages in their development.

The leadership and management of the early years provision

The childminder's knowledge and understanding of safeguarding procedures ensures that children are appropriately protected. For example, she knows what to do if she has concerns about child protection and is familiar with the Local Safeguarding Children Board procedures. The childminder has a written risk assessment in place and minimises potential risk by checking her home daily and assessing risks to children when they are out on daily trips.

The childminder ensures the continuous improvement of her provision by assessing and recording what is being done well and what needs to be improved. Good improvements have been made since the previous inspection with the childminder addressing the recommendations that were raised. For example, comprehensive

written policies and procedures underpin her good practice.

The childminder demonstrates a very good understanding of how children learn. Space and resources within the home are well organised to ensure children have free access to toys and play materials, thereby assisting them to become independent learners. Flexible daily routines are planned to provide a well-balanced day for the children to have a wide range of experiences, both in the home and the local community. For example, children are provided with good opportunities to visit the local park, Welsh harp, Oldham Country Park and the RAF museum. This contributes successfully in extending children's learning and play experiences.

Very good working relationships between the childminder and parents ensure children's individual needs are identified and met well. Parents are encouraged to share what they know about their children's development and are kept fully informed of their achievements and progress. For example, each child has their individual profile with photographic evidence of their time spent with the childminder, which she shares with parents. In addition, the childminder uses a daily diary effectively to keep parents well informed about their children's daily routine.

The quality and standards of the early years provision

Children feel at home when they arrive as they are well cared for by a warm and caring childminder. The childminder has formed close and loving relationships with the children in her care. She recognises children's unique qualities and ensures that their individual needs are being fully met.

Children are provided with very good opportunities to help them make progress towards all areas of learning and development. The childminder builds on children's experiences through actively being involved in their play and learning. For example, she sits with the children and engages very well, talking, praising, smiling and laughing with the children. Consequently children enjoy her company; they are happy, secure and confident in the childminder's care.

Children learn to solve simple problems and recognise numbers in their daily play. For example, they complete simple puzzles, and compare sizes such as big and small. Children thoroughly enjoy their time participating in a wide range of creative activities, such as making their sea shell models. They choose excitedly their arts and craft materials to make their models, counting the numbers of eyes, nose and mouth they use to create their models and show a sense of pride of their achievement.

The childminder takes individual children's interest into account when planning activities, and planning effectively includes the six areas of learning. Children's ability and involvement in different activities is observed and recorded using photographs of them participating in a stimulating range play and learning experiences. However, information gained from observations is not used to move children on to the next stage in their learning.

Children are valued and respected as individuals. Parents are required to provide written information about their dietary and medical needs. They are beginning to develop an awareness of themselves and other people as they learn about cultures and traditions of the wider world.

Children enjoy healthy and nutritious snacks that support their individual dietary needs, such as variety of fresh fruits daily. In addition, children have good opportunities to enjoy fresh air and exercise for example; they visit the local parks and toddlers groups developing their large muscle skills.

Children are sociable and confident with the childminder. They play cooperatively with each other and are learning to share and take turns. The childminder understands how to manage children's behaviour appropriately, for example she praises children's achievements promoting their confidence and self-esteem. She has clear and meaningful written guidelines for acceptable behaviour for children, which she shares with parents.

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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