

Inspection report for early years provision

Unique reference number	EY242470
Inspection date	16/06/2009
Inspector	Jane Mount
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 August 2003. She lives in a two bedroom ground floor flat in St Johns Wood in the London borough of Westminster, close to shops, parks, schools and public transport links. Childminding mainly takes place in the kitchen/living room area while the bedrooms are used for children requiring a sleep during the day. Overnight care is not included in the registration.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The registration is for a maximum of four children under eight years at any one time including three children in the early years age group. The childminder is currently caring for three children, all of whom are in the early years age range. Children attend on a full-time basis. The childminder is a member of the National Childminding Association (NCMA).

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder promotes children's welfare, learning and development by providing effectively for children in the Early Years Foundation Stage (EYFS). She does this by using her developing knowledge and understanding of the EYFS framework within a safe and inclusive environment. Children share warm, friendly relationships with the childminder and she works closely with parents to ensure children's individual needs are fully met. Systems for observing and assessing children and planning their next steps of learning are in the early stages of development. Processes of self-evaluation to ensure continued improvement are not yet in place.

What steps need to be taken to improve provision further?

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

- develop further the records of observation and assessment and use these to plan the next steps in a child's developmental progress
- implement a quality improvement process, such as self-evaluation, to monitor and extend effective practice and ensure continued improvement.

The leadership and management of the early years provision

The childminder has many years experience caring for children and has worked hard to develop a secure knowledge and understanding of the EYFS and this is reflected in her practice. For example, she has recently reviewed and re-organised all her documentation to ensure it is in line with the early years framework. All policies and procedures are informative, well-organised and overall promote children's welfare, learning and development. The childminder successfully

organises her time and resources to ensure children's needs are fully met. She welcomes the children in her care and their parents into her home and takes great care to find out about and to meet the needs of each child in her care. Consequently, children's care and learning needs are fully supported and children receive continuity in their care. Useful information gained from parents at the initial visit is used by the childminder to plan and provide care and learning that meets each child's specific needs. Parents are kept fully informed and information is effectively exchanged. A portfolio is used to share information with parents such as the setting's policies and procedures. The childminder is in the process of developing a welcome pack as another way of effectively sharing information with parents. She ensures parents are informed about their children's care and their progress and achievements as information is verbally exchanged on a daily basis. Daily diaries are used when children are aged under one year.

Children's safety is paramount and they are closely supervised by the childminder. Some highly effective measures are taken to minimise hazards and to keep children safe. For example, a written risk assessment details potential hazards and ongoing visual assessments ensure children are fully protected and remain safe. The childminder has a secure knowledge and understanding of how to safeguard children's welfare and knows what to do if she did have a concern to protect children from harm. For example, she has an informative safeguarding children policy in place which is shared with parents. Children benefit from a childminder who understands the importance of professional development and she attends some short courses and workshops to keep up to date with current childcare practices. For example, the childminder has recently completed a child protection course and increased her knowledge of child development through attending a course on child development. She is overall aware of her key strengths and areas needing further development and some monitoring is beginning to take place to ensure the quality of the provision is good. For example, the childminder seeks verbal feedback from parents and has plans to implement a parent questionnaire. Systems to formally review and evaluate practice such as self-evaluation to ensure continued improvement have not yet been implemented.

The quality and standards of the early years provision

The childminder is developing a growing confidence in using the EYFS framework to plan a varied range of activities and play experiences for children. Planning is flexible to cater for each child which ensures children receive an enjoyable experience and all children are fully included. Systems for observing and assessing children are in the early stages of development. However, the childminder knows the children in her care very well and uses this information to support and promote their learning. Consequently, children are making progress in their learning and development. The childminder shares warm relationships with the children in her care and their parents which enables children to feel happy and secure. She interacts with children, asking questions and engaging them in conversation to promote and support their language and communication skills. For example, they look at books together and talk about the pictures. Children are able to express themselves creatively and regularly participate in art and craft activities such as painting, drawing, play dough and cutting and sticking. For example, they enjoy

the sensory experience of making hand prints when painting or making collages using items such as leaves and flowers found on nature walks. Children's sense of belonging is encouraged as some of their art work is displayed. Children's physical development is encouraged with the indoor and outdoor environments used to their full potential. For example, children learn to move with co-ordination and control when they join in with impromptu music and movement sessions in the living room. Or enjoy daily visits to the park where they delight in running up and down the grass banks or playing football or climbing. The childminder uses daily routines and activities to incorporate children's problem solving, reasoning and numeracy skills such as counting how many bricks there are when making towers. Play experiences using colours or shapes are also incorporated into children's play and children enjoy identifying shapes when playing with a shape sorter or finding different colours when drawing. The childminder promotes a positive awareness of diversity through providing a range of resources which help children develop a positive attitude to others. Children's understanding of the local community is promoted through regular walks and outings such as visits to the library to select books or visits to the park to feed the ducks and watch the barges go by.

The childminder implements some effective strategies to promote and safeguard the welfare of children. Children's health is protected as good hygiene practices are in place. For example, the childminder ensures children have clean hands before eating and effective nappy changing procedures ensure the risk of cross-infection is minimised. Children are provided with healthy and nutritious food choices and the childminder works closely with parents to ensure children receive a healthy balanced diet. Children's safety is fully protected and children are beginning to develop a good understanding of how to keep themselves safe. For example, they discuss road safety when out walking. Emergency evacuation procedures are in place which are sometimes practised with the children to ensure they know how to stay safe in an emergency. Children's behaviour is managed well due to the childminder's consistent approach in promoting positive behaviour. Clear boundaries are set and through discussion children learn to respect and co-operate with others and are encouraged to share and to take turns. Praise and encouragement are used regularly to promote children's self-esteem and to develop their sense of achievement. For example, the childminder praises children when they help to tidy away toys.

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

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