

Inspection report for early years provision

Unique reference number	EY289687
Inspection date	20/07/2009
Inspector	Liz Corr
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 was registered in 2004. She lives with her husband and daughter in a two bedroom flat on the second floor of a purpose built block in the SW10 area of the Royal Borough of Kensington and Chelsea. The premises are close to shops, and public transport links. The living room, bathroom and daughter's bedroom are used for childminding. A communal garden is available for outdoor play.

The childminder is registered to care for a maximum of three children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding one child in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children are happy and comfortable in this welcoming environment. The childminder is using her knowledge of the Early Years Foundation Stage (EYFS) to provide an appropriate learning environment. She has begun to plan activities around children's interests, however, the observations made do not contain enough detail to fully assess their progress. She has started to evaluate her service to identify areas for improvement and demonstrates a positive attitude to updating her childcare knowledge.

What steps need to be taken to improve provision further?

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

- further develop safety procedures by ensuring that written risk assessments are fully implemented for indoors and each individual outing and regularly practise the emergency evacuation procedure with the children
- ensure there are confidential systems in place for recording complaints
- continue to develop knowledge of the Early Years Foundation Stage guidance to record children's starting points, plan, monitor and assess their progress, provide suitable activities and resources to promote their development, and fully develop partnership working.

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

- request written permission from parents for seeking emergency medical advice or treatment (Promoting good health)

05/08/2009

The leadership and management of the early years provision

Most required documentation for the safe and efficient management of the setting is in place. The childminder has produced some useful policies and procedures about her service, which she shares with parents. A complaints procedure is available for parents including details for contacting the regulator. However, there are no confidential systems in place for recording complaints made directly to the childminder. Most permissions are in place with the exception of written permission for emergency medical advice or treatment.

The childminder has a sound understanding of her responsibility to keep children safe. She has developed a risk assessment for her premises and outings, however, this does not contain sufficient detail for what is likely to be a possible risk both indoors and for each type of outing. An emergency evacuation procedure is in place, however, this has not been practised with the children to help them learn how to keep safe in an emergency. The childminder has developed a secure understanding of the signs and signals of abuse and who to report concerns to. She is aware that allegations made against her or her family must also be reported.

The childminder has introduced a system for self-evaluation and is beginning to look at areas of her service she can improve. She has also addressed the areas for improvement from the last inspection and is keen to attend further training to continuously improve her service.

The childminder has developed good working relationships with the parents and they verbally share information at the end of each day. The childminder shares any progress children have made, such as new language or counting skills so parents can continue their learning at home. The childminder has a selection of letters from parents with positive feedback about her service.

The quality and standards of the early years provision

The childminder has established warm and caring relationships with the children in her care. They freely explore the space available to them and play in comfort. Children respond well to the childminder as she sits at their level and they clearly enjoy each other's company. The childminder promotes an inclusive service where meaningful information is shared with her about children's individual needs and backgrounds. Consequently, any religious or dietary needs are respected and adhered to. Children are learning about the wider world as they celebrate a range of cultural festivals at local drop-in groups.

The childminder has developed a sound knowledge and understanding of the EYFS. She has created a stimulating learning environment where children have access to a good range of play materials. They are learning independence skills as they are able to make choices from the range available. Young children are able to access a range of natural play materials and thoroughly enjoy the different sounds they can make through cardboard tubes. Their emerging language is well

supported as the childminder speaks clearly repeating new words to them. They are learning to count up to 10 during everyday activities and enjoy good support from the childminder as she chats to them throughout their play. The childminder is beginning to plan activities around children's interests and has developed methods to observe and evaluate children's progress towards the early learning goals. However, the current systems for written observations lack sufficient detail to clearly show how children are progressing. She has used systems to identify the next steps in children's learning where they need more support and has carried this through to help younger children develop social skills, such as sharing with their peers. However, relationships with other professionals delivering the EYFS have not been developed to promote continuity in their learning.

Children play in a clean environment where they learn good hygiene skills as they are able to independently access soap and water to wash their hands. Hygienic systems are also in place for nappy changing as the childminder uses a changing mat and disposable gloves. Children enjoy healthy meals and snacks throughout the day and access drinking water when they need to, which helps to keep them hydrated. Children's health is further supported as time is built into the daily routine for them to rest if needed.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
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?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
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?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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

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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