

Inspection report for early years provision

Unique reference number	137686
Inspection date	17/06/2009
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).

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 1997. She lives with her husband, two adult children and her daughter-in-law in the Kingsbury area within the London borough of Brent. The ground floor of the premises is used for childminding. There is an enclosed outdoor area for outside play. There are no steps to access the premises.

The childminder is registered to care for a maximum of six children of these, not more than three may be in the early years age group at any one time and is currently minding two children in the early years age group on a part time basis.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is able to take and collect children from local schools.

Overall effectiveness of the early years provision

The quality of the provision is satisfactory. Children are happy and secure in the childminder's care because she recognises their individual needs and provides well for them. The childminder has a good understanding of child protection issues and understands the importance of reporting child protection concerns. However, not all household members are suitably vetted. The childminder has some awareness of her strengths and weaknesses and demonstrates a commitment to strengthen and develop the service she provides.

What steps need to be taken to improve provision further?

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

- involve parents more effectively in assessing children's starting points
- use observations of children's achievements to identify learning priorities and plan relevant experiences for the next stages in their development
- improve the system used to evaluate the effectiveness of the provision

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

- ensure that all household members are suitably vetted (Suitable People) 10/07/2009
- conduct a risk assessment that covers everything with which a child may come into contact, include the date of review and any action taken following an incident with particular regard to the location of the fire blanket (Suitable premises, environment and equipment) (also applies to both parts of the Childcare register) 10/07/2009

The leadership and management of the early years provision

The childminder maintains her home and resources well, allowing children to easily access a range of suitable equipment and toys. This helps promote children's independence and allows them to make choices in their play. She ensures that records, policies and procedures are organised and maintained to ensure that the needs of all children are met.

The childminder has a secure knowledge of how to protect children in her care and has a good understanding of how to manage any child protection concerns. However, children are not fully safeguarded because not all household members have been vetted to ensure their suitability.

The childminder has not yet completed a written self-evaluation but is able to recognise her strengths and discuss how she may be able to develop her practice. Good improvements have been made since the previous inspection with the childminder addressing the recommendations that were raised. For example, she now holds a current first aid certificate and has an appropriate awareness of her role and responsibilities with regards to child protection issues and understands the importance of reporting child protection concerns.

The childminder carries out visual safety checks and recognises potential hazards in her home. However, she does not sufficiently record or monitor the actions taken to minimise them to ensure the safety and welfare of the children.

Secure working relationships have been established between the childminder and parents. This helps to ensure continuity of care and to meet the needs of the children. The childminder communicates verbally with parents about their children's daily routine and about their developmental progress. However, there is no clear system in place to involve them in assessing their children's capabilities and starting points to plan for their learning and development.

The childminder uses parents' written questionnaires to seek their views and comments about the care their children receive. Written comments from parents say that their children thrive in the childminder's care; they are confident, happy and enjoy their time with the childminder.

The quality and standards of the early years provision

Children spend their time happily engaged in playing, enjoying warm and trusting relationships with the childminder. They receive plenty of individual attention as the childminder is responsive to their individual needs and inclusive in her approach. The childminder has some knowledge of the Early Years Foundation Stage and the different areas of learning. She provides a suitable range of play resources to support children in making progress in their learning and development ensuring they are able to participate in child-initiated play. Although, the childminder obtains some information from parents about what their children enjoy doing at home, she is not using this information to plan for the children's learning.

In addition, the system for observing and assessing children to ensure they make progress is not yet fully established.

Children benefit from the childminder's involvement in their play. For example, they have fun as they play with the cooking utensils developing their imaginative skills preparing, cooking and serving a variety of meals to the childminder. Children are learning to solve simple problems during play, such as identifying and matching numbers up to 10 and beyond and completing simple jigsaw puzzles. The childminder sits on the floor and engages well with the children looking at books with them. She extends children's vocabulary as she introduces new words and explains meanings and names of objects they see in the books. They enjoy a range of creative activities, such as painting, role play and designing their pictures with a range of materials.

Parents provide their children's meals and snacks; however, the childminder ensures she offers regular drinks throughout the day. Children have daily opportunities to enjoy fresh air and exercise during outdoor play, developing their large muscle skills.

Children are encouraged to learn about acceptable behaviour through the calm approach which the childminder adopts. The childminder uses praise and encouragement when they do something well. As a result, children are happy and well behaved.

Children learn about diversity through examples set by the childminder and are beginning to appreciate the society we live in. For example, they take part in festival celebrations. There are some resources to help them understand and learn about other cultures.

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?	3
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?	3
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

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Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report 10/07/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report 10/07/2009