

Inspection report for early years provision

Unique reference number	EY311852
Inspection date	11/06/2009
Inspector	Anneliese Fox-Jones
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 registered in 2005. She lives with her two school aged children in a flat in the London borough of Westminster. A lounge and two bedrooms are the main areas used for childminding purposes. There is no garden but a park and play area are nearby. The childminder also takes children to local drop in centres for under fives. Access to the property is via a lift or stairs.

The childminder is registered on the Early Years Register, the compulsory and voluntary parts of the Childcare Register to care for maximum of three children under eight years at any one time. She currently cares for three children in the early years age range on a part-time basis. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are making progress in their learning and development as the childminder provides a range of appropriate play experiences. However, some systems for matching observations and assessments to the early learning goals and planning children's next steps in their learning are in the early stages of development. Children's welfare is promoted through some effective policies and procedures and her developing knowledge of the Early Years Foundation Stage (EYFS) within an inclusive, safe environment. Children's health and welfare needs are well protected because of the childminder's sound practice and her wealth of childcare training. The childminder shows great commitment and capacity to improve the quality of her care for all children.

What steps need to be taken to improve provision further?

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

- extend risk assessments to include each specific outing, to take into account the nature of various outings
- develop the use of observations and assessments to identify learning priorities and match these observations to the expectations of the early learning goals.

The leadership and management of the early years provision

The childminder continues to make improvements to her practice in order to provide good quality care for all children. For example, she attends an extensive range of relevant training courses to update and enhance her skills. Most documentation is maintained efficiently. The childminder has some effective policies that contribute to children's health, safety and well-being. The environment is supportive that gives children many opportunities to make choices. Her resources positively reflect diversity and inclusion, which she uses

appropriately with children.

Children are protected in this setting because the childminder has an appropriate understanding about safeguarding procedures. The childminder has begun to draw up a risk assessment to regularly check areas of the premises used, however, this has not been extended to include each specific outing. Nevertheless, the environment is safe, child-friendly and gives children opportunities to become independent and develop a sense of security. The childminder is in the process of completing a self-evaluation form, to ensure that any improvements made are well-chosen and carefully planned. The childminder has some awareness of her strengths and readily accepts that there are areas that require improvements. Previous recommendations made at the last inspection have successfully been addressed.

The childminder builds effective relationships with parents and endeavours to keep them well informed about her setting and what the children have been doing. Daily discussions are welcomed to maintain a two-way flow of communication. She has also established valuable links with nursery schools that children attend, which enable her to provide continuous and secure care for the children. It is clear through parents' letters of thanks that they are very happy with the care their children receive.

The quality and standards of the early years provision

Children's welfare is effectively promoted through positive practices which are incorporated within their daily routines. They are learning how to keep safe within the home as they are reminded to hold hands and the hand rail when going up and down the stairs. When out walking they are reminded of road safety procedures. Children's good health is protected through a range of concise policies and procedures. Children have many opportunities to be active and to get fresh air each day as they walk to local parks or visit local drop in centres. The childminder promotes healthy eating as children are offered healthy and nutritious meals. Children certainly enjoy their mid-morning snack, where they relish in eating grapes.

The childminder has a flexible approach to the delivery of children's learning, through a mix of adult-led activities and also child-initiated play. The childminder is committed to developing her knowledge and understanding of the EYFS framework to support children's learning through play. Children have appropriate opportunities to explore their own choices of play, whilst having the time to engage with the childminder who helps them to develop an awareness of numbers, language and literacy. The childminder recognises the particular support children need to master new developmental skills such as learning new colours and makes sure she provides encouragement and reassurance within a safe and interesting environment. However, matching observations and assessments with the early learning goals and then using this information to plan and provide activities built around children's next steps is less well established.

Children's communication language and literacy skills are effectively supported

through the interactions with the childminder, as well as through frequent opportunities they have to look at books together, draw and make marks. Children enjoy matching shapes and pictures on puzzles, they are starting to count and solve simple problems during their play. These activities help to support their mathematical development. The childminder promotes positive role models to children, she is kind and gentle with them and reinforces the importance of sharing and being considerate to one another. The impact is the children are well-behaved. Children are developing an awareness of all people within the community as the childminder shares a variety of resources that positively promote diversity and inclusion, as well as openly talking about and exploring different activities around celebrations and festivals. The childminder works hard to meet children's particular needs. For example, she uses a scrapbook to record colourful photographs of the children at play, as well as examples of the children's work, to share their achievements 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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