

Inspection report for early years provision

Unique reference number	137525
Inspection date	09/07/2009
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 registered in 1995. She lives in a three bedroom house in the Neasden area, within the London borough of Brent. The childminder uses the ground floor of her home for childminding purposes. There is an enclosed garden available for outdoor play. There are no steps to access the premises.

The childminder is registered to care for a maximum of four children under eight years, of these, not more than three may be in the early years group at any one time. She is currently minding two children in the early years age range.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder takes children to the local children's centre, local parks and library.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Children are welcomed into this warm and friendly setting and are valued as individuals. Children's ability and involvement in different activities are observed and recorded using photographs of them participating in a range play and learning experiences. However, the childminder is not yet using the observations of the children to plan for the next steps in their learning. Self-evaluation is in the early stages and the childminder is beginning to reflect where improvements can be made in order to improve the play and learning experiences that she provides for the children.

What steps need to be taken to improve provision further?

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

- support younger children's independence skills by ensuring that the equipment available is used appropriately to meet their individual needs, in particular at meal times
- continue to use observations of children's achievements to identify learning priorities and plan relevant experiences for the next stages in their development
- obtain written parental permission for children to take part in daily outings
- organise play resources to allow adequate space for children to move freely

The leadership and management of the early years provision

Children's welfare is mostly promoted because the childminder has policies and procedures which she shares with parents. She has good record keeping systems in place so children's individual needs, likes, dislikes and routines are known and provided for. However, the childminder have not obtained written parental permission for children to take part in daily outings. As a result, children's welfare

is not fully promoted.

The childminder has a good understanding of child protection issues and understands the importance of reporting child protection concerns. Children play safely because the childminder carries out regular risk assessments in all areas of her home to promote children's safety and records her findings.

Self-evaluation is in the early stages and the childminder has identified some areas for improvement. Good improvements have been made since the previous inspection with the childminder addressing the actions raised. For example, children's welfare is promoted because parents provide written permission to seek emergency medical treatment and the childminder has systems in place for undertaking observational assessment for each child.

Children have the opportunity to access suitable furniture, play resources and equipment to meet their individual care needs. However, there are missed opportunities for younger children to enjoy their meals in the equipment that is available. For example, although there is a high chair, this is not used. As a result, children's independence skills are not fully supported and they do not begin to develop and learn social skills at meals times.

Resources are readily available to support children's self-help skills. However, they are not suitably organised to allow adequate space for children to move freely. The daily routines are planned to provide a balanced day for the children to have a range of experiences. For example, they enjoy daily trips to local children's centres, parks and the local library. This provides further learning experiences and opportunities to extend their social skills.

The childminder works well with parents and keeps them well informed about their children's daily routine and their developmental progress to ensure their individual needs are met. For example, each child has their individual profile with photographic evidence of their time spent with the childminder. Written comments from parents say that they are absolutely delighted with the care provided by the childminder. They are at peace while at work knowing fully well that their children are in the care of the childminder.

The quality and standards of the early years provision

Children spend their time happily engaged in play, enjoying warm and trusting relationships with the childminder. They receive plenty of individual attention because the childminder is responsive to their individual needs and inclusive approach.

The childminder is in the process of developing the planning of activities for individual children, using their starting points to build on what they already know to further enhance their learning and play experiences. However, information gained from observations is not yet used effectively to move children on to the next stage in their learning.

The childminder is actively involved in children's learning. For example, she sits on the sofa and engages well with the children, helping and supporting their play experiences as they make their play dough models, building and constructing with Lego, drawing and talking about their pictures of their families. Younger children have good opportunities to explore different textures in the treasure basket such as hard, soft, rough and smooth.

Children are offered healthy and nutritious snacks such as a selection of fresh fruits, raisins and rice cakes. The childminder offers regular drinks throughout the day.

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 built close and loving relationships with the children. As a result, children are happy and settled in her care.

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?	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:	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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