

Inspection report for early years provision

Unique reference number	137433
Inspection date	27/07/2009
Inspector	Kanwal Sonia Lobo
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 1997. She lives with her 17 year old son in Hampstead in the London borough of Camden. The family have two dogs. The house is within walking distance of Hampstead tube station. The whole ground floor of the home is used for childminding purposes and there is a rear garden available for outside play. The childminder is registered to care for a maximum of three children at any one time, three of which may be in the early years age group. She is currently caring for one child in the early years age group. The childminder is also registered on the compulsory and voluntary parts of the Childcare Register. There are currently no children on roll who have learning difficulties and/or disabilities. Children for whom English is an additional language attend the setting.

Overall effectiveness of the early years provision

The quality of the provision is satisfactory. Overall, children's individuality is respected and valued by the childminder who has a secure understanding of their family and home circumstances. The planning and use of available resources are adequate in supporting children's learning and development. Evaluation of the service is in its early stages and therefore key strengths and weaknesses are emerging. Plans aimed at tackling key areas of weakness in order to drive continuous improvement are less clear.

What steps need to be taken to improve provision further?

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

- plan a personalised programme of learning for children which is based on experiences they bring from home and use these as the starting points for their learning.
- support and encourage parents to regularly review their children's progress and work together to identify their learning priorities.
- develop a system for self-evaluation which is effective in identifying key strengths, tackling areas for improvement and showing the impact the action taken has had on the service user.

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

- ensure a record of risk assessment clearly stating when it was carried out, by whom, date of review and any action taken is in place for the premises and each type of outing. (Documentation) (also applies to both parts of the Childcare Register)

17/08/2009

The leadership and management of the early years provision

Children are making steady progress towards the early learning goals because the childminder has a sound knowledge of most aspects of the Early Years Foundation Stage.

The childminder recognises some of her strengths. However, her self-evaluation is not yet sufficiently robust in accurately identifying and tackling key areas of weakness in order to bring about continuous improvement. For example, recommendations set at the last inspection have not been fully addressed.

Children are supported to adopt healthy habits through daily routines. For example babies are able to help themselves to a drink of water when they are thirsty as their beaker cup is located in easy reach. The environment is well organised and takes account of the children's immediate and individual needs. The childminder demonstrates an adequate understanding of her responsibilities with regards to child protection issues. She is mindful of safety issues and undertakes risk assessments both in and out of the home. However, she does not have a record of risk assessments carried out. This is a breach of a requirement of the Early Years Foundation Stage framework.

The childminder shares positive relationships with parents and carers. Parents' views of their child's needs, health and well-being are routinely discussed. The childminder uses this alongside observations of children in their own home to provide continuity of care. There is some exchange of information regarding children's learning, progress and development. The childminder values the role of parents and therefore welcomes their views and suggestions. For example, parents are encouraged to share what they know about their child, particularly when the child first starts to attend. Although, this does not always extend to include the starting points in children's learning or planning for their next steps. The childminder has recently begun to develop for each child their own portfolio which includes the use of photos to show what they are doing. Consequently there have been fewer opportunities for parents to review and contribute to their children's learning and development records.

The quality and standards of the early years provision

Children are making satisfactory progress in their learning and development. The childminder relies on her knowledge of the children and uses this to support their learning and development. Although children benefit from a range of activities it is not clear how their individual programme of learning is planned. The childminder observes children whilst they play, learn and achieve. However, the information gained is seldom used to identify their next steps in learning. Experiences children bring from home are recognised but are yet to be effectively used to build on their prior learning.

Younger children are beginning to make choices about what they play with and where they explore with increasing confidence. This is because they are learning to respond to a small number of boundaries, with encouragement and support from

the childminder. For example, mobile babies look to the childminder to check acceptability of their actions, such as when they wander into the hallway or try to sit in the dollies buggy. The babies freely express their needs and the childminder responds to what they want. For example they raise their arms to show they want to be picked up by her. This shows they are forming positive and secure attachments with the childminder. She provides plenty of encouragement and interacts to help develop their communication skills. Alongside non-verbal communication the babies are supported to learn a few simple words for everyday things and people. Children with English as an additional language are adequately supported as the childminder ensures that their home language is valued in the setting. For example, she is mindful to check the spelling and pronunciation of children's names or any key words the child frequently uses. Children show a keen interest in books as they select from a wide range on offer including some which vocalise numbers and objects. Children are developing many fine motor skills as they turn the pages of the book or post three-dimensional shapes into the sorter. Through play the childminder skilfully introduces them to shapes and colours.

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

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:

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 17/08/2009

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 17/08/2009