

Inspection report for early years provision

Unique reference number	135204
Inspection date	08/02/2010
Inspector	Helen Maria Steven
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder has been registered since April 1999. She lives with her adult son and seven year old daughter in a two-bedroomed maisonette in the Harrow Road area of the City of Westminster. The premises are on the ground and first floor. The ground floor is the main area of the home used for childminding. There is a fully enclosed garden available for outside play. Access to the premises is via a slope or 12 steps to the front door on the upper floor. In addition there is a step-free access via the back entrance to the home.

The childminder is registered to care for a maximum of three children under eight years, of whom only two may be in the early years age range. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There is currently one child on roll in the early years age range. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder effectively works in partnership with parents and they are happy with her service, she is willing to work alongside other agencies when the need arises to ensure that children's welfare is sufficiently supported. She has a sound knowledge of children's individual needs; however she has yet to fully develop her underpinning knowledge of the learning and development requirements. She has addressed recommendations made at the last inspection and has undertaken a number of relevant training sessions which demonstrates her ability for continuous improvement of her service to benefit all children in her care.

What steps need to be taken to improve provision further?

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

- ensure that observations of children's activities are used to identify their next steps towards the early learning goals and plan relevant, motivating and challenging experiences across all six areas of learning
- develop the systems for evaluating the strengths of the setting and identify priorities for development to improve outcomes for children

The effectiveness of leadership and management of the early years provision

The childminder has suitable knowledge of the signs and symptoms of possible abuse and is aware of how to refer any concerns to ensure children are fully safeguarded. The childminder has risk assessments in place and has required documentation to support the welfare of children in her care. A range of policies and procedures are in place which are shared with parents. The childminder sets

out suitable resources in her living room, however the learning environment is not planned effectively, for example the television is not used selectively.

The childminder has had periods without children on roll since the introduction of the Early Years Foundation Stage (EYFS). She is steadily embracing the changes and has attended a relevant introductory training course. A basic system is in place to record some observations of children's activities and progress, although these are not yet linked to the areas of learning and most do not identify focused next steps. The childminder has started to develop her self-evaluation to identify her setting's strengths and priorities for development; however this only concentrates on a small area of her service. She identifies a need to develop her implementation of the learning and development requirements. She has a good relationship with parents and communicates both verbally and in writing via a weekly diary where children's activities and routines are shared. Parents report that they are happy with her service and she is kind. Children's individual needs are known to the childminder and she uses this information to develop her practice in order to be fully inclusive.

The quality and standards of the early years provision and outcomes for children

Children enjoy a range of activities, both inside and outside the home, which generally support their development in all areas of learning. Babies are settled, enjoy the company of the childminder and feel safe in the setting. Their independence is enhanced as they choose from a basic range of resources placed on the living room floor. Babies have opportunities to problem solve using stacking toys and are introduced to counting as the childminder commentates during play. They try to fit a soft ball into the stacking cups and are pleased when they find one big enough to house the ball. Babies are introduced to the pleasure of books as they self-select their favourites. They enjoy the minder's spontaneous singing and clap along to electronic music. Babies language is enhanced as the childminder responds to their babbles and commentates on their play. They are visibly excited when exploring buttons on an electronic toy. Babies crawl around the living room and pull themselves to standing via the safety gate, the childminder reports that she has resources to support babies' mobility, but it is not currently set out for their use. Outings to local playgrounds and drop-in groups enhance children's physical development and enable them to develop an awareness of their local community. The childminder has begun to undertake observations in order to support children's learning; however the system is not fully embedded to map children's progress and to influence planning.

Babies' health is supported as the childminder encourages them to cleanse themselves with wipes. They benefit from healthy snacks and meals as the childminder works in partnership with parents to nourish the children. Babies behave well; they are given praise and the childminder is consistent so that they learn about boundaries. They develop an understanding of keeping themselves safe as the childminder states she has introduced fire drills, although she has not logged this. Risk assessments have been carried out, and she has a valid first aid certificate and first aid box to ensure that children receive appropriate treatment in

the event of an accident. Smoke alarms and a fire blanket are in place to support fire safety.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	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
---	-----

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