

Inspection report for early years provision

Unique reference number	EY399128
Inspection date	11/02/2010
Inspector	Arda Halls

Type of setting	Childminder
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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.

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Description of the childminding

The childminder was registered in 2009. She lives in a one bedroom flat on the 10th floor of a block of flats located in North Kensington in the Royal Borough of Kensington and Chelsea. The whole of the flat is used for childminding which is easily accessible by lift. There is no access to an outdoor area, but children are regularly taken to the local park.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of three children under eight years of age at any one time. She is currently caring for four children under five years on a part time basis. The childminder walks to local schools to take and collect children. The childminder attends the local drop-in groups and is a member of the National Childminding Association. The childminder has no pets. The childminder may on occasion work with a childminding assistant.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder is caring and attentive and provides a welcoming environment in which children's individual needs are soundly met. Children make measurable progress in their learning and development. The health and welfare of children is sufficiently managed. Appropriate partnerships have been established with families of the children. The childminder is establishing an organised system of monitoring and evaluating her practice. This demonstrates a positive ability to maintain continuous improvements to enhance opportunities for 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:

- continue to improve the safety and security of children by conducting risk assessments for specific outings
- ensure there is a clearly defined procedure for the emergency evacuation of the premises available at all times
- take necessary steps to safeguard children including the procedure to follow in the event of an allegation of abuse being made
- devise an effective system for the assessing and evaluating of children's progress in order to inform the next stage of their learning

The effectiveness of leadership and management of the early years provision

The childminder is appropriately organised. Children are cared for in an environment that is safe and secure with reasonable policies and procedures in place. The childminder has a secure understanding of what to do if concerned

about a child, however, the safeguarding policy does not include what to do in the event of an allegation of abuse being made. Policies are shared with parents who sign to confirm they are aware of all aspects of the care their children receive. Children's individual care needs are identified from the start of the care which means their daily routines such as sleep times are taken into account in the planning of the day. However, a system for the assessing and evaluating of children's progress has not been devised to inform the next stage of their learning.

The childminder conducts regular risk assessments to ensure the premises are safe for children. For example a safety gate prevents children from having unlimited access to the kitchen. However, risk assessments for outings are not sufficient and a clear fire evacuation procedure is not available at all times.

Children are learning from an early age how to have a healthy lifestyle through the foods that they eat and the books that they read which help them learn about the importance of healthy eating. Children wash their hands before eating and at regular intervals throughout the day, this is done in a playful way which means children learn naturally how to take care of themselves.

The childminder has self-evaluated the service she provides to children which means she has a measurable awareness of how she provides for children and how she can improve her practice. There are currently no children attending who attend other services, therefore there is no contact with other professionals. However the childminder is aware of the need to share information about children's learning and development in the future.

The childminder's partnership with parents and children is developing well. Parents have access to any documents which the childminder keeps and are kept informed of their children's progress through discussion and through the scrapbook kept on each child's day with the childminder. This record forms a useful documentary about the child's routine.

Children are cared for in a clean and well maintained home. This bright and child friendly environment is sufficiently organised with easily accessible and well labelled resources. This helps children become independent as they are able to choose what they like to play with.

The childminder attends regular training to ensure she is making constant improvements. She plans in advance to ensure she has a firm booking to attend food safety training and first aid. She visits local drop-in groups where she exchanges good ideas for her childminding service. The childminder considers the care she provides through positive comments from parents and observing the children at play. Subsequently she is able to provide a service in which children are generally happy and settled in her care. She provides an effective system to ensure she continues to make substantial improvements in her service.

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

The childminder has a sound and developing knowledge of the Early Years Foundation Stage. There is a positive level of interaction between children and the childminder which promotes children's personal, social and emotional development. Children also make steady progress in areas of communication, language and literacy as the childminder is constantly talking and singing to the children. They enjoy playing in the home corner where resources are deployed well. They take great interest in emptying the toy box of a good selection of toy dishes. They know at an early age how to make the toy cooking pot bubble realistically on the toy cooker. They explore all the doors and buttons on the cooker and clearly take pleasure in serving the childminder a pretend cup of tea. Children concentrate for moderate periods of time as they push the toy cars up and down. They are allowed to explore what they like for as long as they like which means they get enough satisfaction out of their endeavours.

Children feel safe and happy in the childminder's care. Children experiment with a broad selection of wooden musical instruments which they shake and rattle to hear the desired effect. The childminder takes care to ensure that instruments with smaller pieces are not available to young children to whom they would pose a risk. As a result children are appropriately safeguarded.

They learn about how to keep safe on visits to the park as the childminder talks to them about crossing the roads. Children are kept safe in their pushchair as they are harnessed in and are taken to safe enclosures where there are reduced risks and children can play freely. They benefit sufficiently from visits to other community resources such as the public library and drop-ins.

Children enjoy healthy snacks such as fruit at periodic intervals throughout the day. Food supplied by parents is appropriately stored and carefully prepared by the childminder for children's lunches. The childminder ensures they have frequent access to drinking water which means children do not become dehydrated. Their behaviour is good because the childminder has a positive attitude towards management of their behaviour. Children work together to tidy up and the childminder praises them which reinforces the good behaviour.

The childminder has sufficient knowledge of each child's background and needs. She considers the attitudes of people who are different to herself and ensures that she makes the most of diversity to help children understand the society in which they live. This enables her to promote equality and diversity appropriately.

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	2
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

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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	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	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

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