

## Inspection report for early years provision

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<b>Unique reference number</b>	EY399363
<b>Inspection date</b>	03/03/2010
<b>Inspector</b>	Julie Biddle
<b>Type of setting</b>	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.

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 was registered in 2009. She lives in Kensal Rise in the London Borough of Brent. Children have access to ground floor of the flat, the bathroom is accessed on the same floor. Children have use of a safe enclosed garden for outdoor play.

The childminder is registered to care for a maximum of six children at any one time. She is currently caring for three children in the early years age group. She also offers care to children in the older age range. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The childminder is enthusiastic about her work and consequently offers a warm, welcoming and inclusive service. Children are treated with respect and their individual needs are known and met. The childminder offers a wide range of experiences for children to ensure they have ample opportunities to make progress. She has a good understanding of the learning and development requirements of the Early Years Foundation Stage, and systems for monitoring children's achievements are being developed. An accurate self-evaluation means that there are effective strategies in place to support the continuous improvement of the service she provides for the benefit of the children and their families.

## **What steps need to be taken to improve provision further?**

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

- further develop the range of resources and opportunities for children to learn about the wider world and differing lifestyles
- further develop observational systems to include the next steps in learning for the children

## **The effectiveness of leadership and management of the early years provision**

The childminder has a good understanding of safeguarding children, which includes recognising signs and symptoms of abuse and the procedures to follow if there are concerns. This is supported by a safeguarding children policy which is shared with parents, and clear procedures about who to contact should she have any concerns about a child in her care. Risk assessments are carried out in the home and garden. In addition, comprehensive risk assessments are carried out for

each type of outing to further protect children from harm. Children are gently reminded how to keep themselves safe as they play, for example they are asked to tidy toys to prevent tripping hazards. The childminder holds a valid first aid certificate to enable her to deal appropriately with any accidents, which helps maintain children's well-being.

The childminder engages well with parents to ensure that the care given to their children is appropriate and consistent. She ensures that she gains all relevant information from them at the beginning of an arrangement so that she is fully aware of each child's individual needs. Parents are made aware of the service the childminder provides as she shares her policies and procedures with them. A comprehensive daily diary is completed for parents to ensure they know how their child has spent the day. The childminder also understands the importance of liaising with nurseries and playgroups that the children may attend in the future to ensure a consistent approach to their learning is established.

The childminder makes effective use of the space and resources. The provision of a designated play area as well as children accessing the garden mean they have ample space to play and to fully explore the play resources unhindered. Toys are inviting and well presented to the children and a good range of play materials are accessed independently from low level clear boxes.

The childminder has the necessary skills to self-evaluate her work with the children. She is able to identify areas to build upon her existing good practice to ensure that children's time with her is positive and rewarding. To this end, she continues to access training to enhance her knowledge and skills. She has built up good relationships with her support worker in the local authority and regularly attends childminder groups. The childminder has actively involved parents in the self evaluation process using questionnaires to gain their opinion of the service she offers. Parents are unanimous in their praise and positive comments.

Children learn to value differences and diversity through the childminder ensuring everyone learns to value each other and for them to view differences and diversity in a positive manner. Children have access to a small range of resources that reflect positive images of the local and wider world. However, the childminder is very aware that her knowledge and resources are limited and is currently working towards improving her understanding of other cultures and lifestyles to share with the children in her care. The childminder fully understands her responsibilities to work with parents and other agencies to meet the needs of children with special educational needs and/or disabilities.

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

The childminder has created a very welcoming and child friendly environment where the children are safe, happy and have a strong sense of belonging. They are settled in the childminder's company and have built warm and secure relationships with her. Children's welfare, learning and development is promoted appropriately by the flexible approach of the childminder. She plans the day appropriately,

ensuring that arrangements are adjusted to meet each child's individual needs. She has started to observe and record children's development in their individual portfolios, however, this is in its early stages and needs some development

Children take pleasure in the freedom they have to explore all that there is to play with. They are developing their independence as they select toys for themselves. Their enjoyment and learning is enhanced by the childminder's involvement in their play. The children and childminder sit together as they play with dolls, putting on nappies and discussing how to wrap the doll in a blanket to keep it warm. Children discuss how to take the dolls temperature and remember how the childminder takes theirs if they have a temperature. Children are developing skills for the future effectively as they learn the name of shapes, number and colour because the childminder introduces these during play. Children's language development is fostered positively through conversations with the childminder, they are able to express their feelings and talk about their activities and past events. As a result children are articulate, confident communicators. Children recall past events such as their trip to an art gallery and their favourite picture. Children have very good opportunities to use technology, they for example learn to understand the process of actions and consequences as they order new toys on the internet and wait for their delivery.

Children develop healthy lifestyles as they have regular opportunities to enjoy physical play outdoors. Children also benefit from healthy walks in local parks, where they also have the opportunity to look at the changing seasons and begin to understand about the natural world. Children are encouraged to look for the early signs of spring, and to paint pictures of their observations. A trip in the snow to post a letter encourages children to develop skills for the future, they buy stamps at the local post office and take the letter to the post box. Healthy and nutritious meals are provided by the childminder that take account of individual dietary needs. Fresh fruit and vegetables are offered routinely, along with plenty of water to drink. In addition children's health is effectively promoted because the childminder takes necessary steps to prevent the spread of infection within her home and takes appropriate action when children are ill.

Children are encouraged to learn about acceptable behaviour through the calm approach which the childminder adopts. They are learning how to show consideration for each other, to be kind and how to take turns as they play games. The childminder speaks to the children in a respectful caring way which in turn contributes to the children's self-esteem.

Children enjoy looking at and sharing books, they are learning how to follow a story and to understand the use of language and print. They have fun as they remember familiar parts of the story for example 'how many strawberries the hungry caterpillar ate'.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
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	2
The extent to which children develop skills for the future	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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