

## Inspection report for early years provision

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<b>Unique reference number</b>	135141
<b>Inspection date</b>	22/06/2010
<b>Inspector</b>	Audrey Opal Ufot
<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 1997. She lives with her child aged 16 years in the Ladbroke Grove area, in the City of Westminster. Most of the childminder's flat is used for childminding purposes. Access to the provision is via a small ramp that leads to the front door. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of four children at any one time, of whom three may be in the early years age group. She has one child on roll, who is in the early years age range. The childminder is a member of the National Childminding Association. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and attends a childminders' drop-in group, a children's centre and visits the local library and parks on a regular basis.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a fully inclusive childcare service for children where they are all valued and their home languages are promoted. Children are happy, relaxed and settled in this welcoming home environment where they take part in spontaneous play experiences that are stimulating, challenging and appropriate for their age and development. Children are making good progress in their learning and development through the clear observations, assessments and planning of activities provided for them. The childminder has developed close working relationships with parents, which ensure that information relating to children's individual progress and welfare are shared effectively with them. The childminder evaluates her provision well and has clearly identified her strengths and areas for improvement, ensuring that children receive a rewarding and positive learning experience. She is keen to further develop aspects of her work to ensure continual improvements.

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

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

- continue to drive improvements by ensuring that the identified next steps in children's learning are securely linked to the Early Years Foundation Stage practice guidance.

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

Children benefit from the childminder's knowledge and understanding of safeguarding procedures, ensuring they are appropriately protected from harm and neglect. She knows what to do if she has concerns about child protection issues and is familiar with safeguarding children issues. She has gained this through reading the Local Safeguarding Children Board procedures and she has the relevant contact details in place. Regular risk assessments are carried out for outings, within in the childminder's home and for toys and equipment. As a result, risks to children are minimised. All household members are Criminal Records Bureau checked, this further promotes safeguarding for children. All the required policies and procedures and written consents are in place to support children's welfare, including a complaints procedure and children's daily attendance register. These are all shared with parents. The childminder has devised an emergency evacuation procedure and regularly practises this with the children. This ensures they know what to do in the event of a fire on the premises.

The childminder effectively evaluates her provision and has targeted areas for improvement. She uses feedback from parents' questionnaires in supporting her to identify the strengths of her practice to bring about continuous improvement. She has addressed the recommendation made at the previous inspection. For example, the childminder now has a good supply of nappy changing materials, such as gloves. She now uses gloves when changing children's nappies which minimises the spread of cross infection. The childminder is currently working to ensure that the identified next steps in children's learning are securely linked to the Early Years Foundation Stage practice guidance. Children benefit from the childminder's proactive approach to keeping her knowledge and skills up-to-date. The childminder's home is well organised with plentiful toys and play resources, enabling children to make choices freely and safely. This supports children in becoming independent learners. They benefit from planned activities inside the home and when they are taken on regular outings in the community, such as visits to the local childminders' drop-in, library, children's centre and parks.

The childminder provides an inclusive and welcoming service for all children. She respects children's home language and provides an atmosphere within her home where children happily sing songs in their home language during their play. The childminder gathers words in French from parents and uses this when communicating with the children. This helps children to feel a sense of belonging and promotes their self-esteem. They have access to a good range of resources that reflect positive images of different cultures, for example, through books, puzzles and dressing-up clothes. Children learn about similarities and differences at story time and through planned visits to a Mosque. This informs children of the different places of worship in their community. Children also celebrate a range of cultural festivals such as Eid, Chinese New Year, Christmas and Easter at the setting and on visit to the local childminders' drop-in. The childminder demonstrates a positive attitude to working with other agencies when this becomes necessary, to ensure children with special educational needs and/or disabilities are equally provided for.

Parents are well informed about their children's experiences and achievements at the childminder's home. This is achieved through daily conversations and the developmental records the childminder keeps on each child. These include written observations of children during their play, supported with photographs and their art work. As a result, parents are provided with good information about where their children are making progress in their learning and development. The childminder has systems in place to make links with other early years providers when this becomes necessary to ensure continuity of care and education for children are met.

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

Children make good progress from their starting points towards the early learning goals because the childminder makes regular observations of the children. She uses this to assess where they are in their learning and development and individual learning plans are developed from this. She understands that children are unique individuals and provide a service with this in mind. Children are engaged, happy and interested in their play. The ground floor of the childminder's home both indoors and outdoor is set out in defined areas of learning so that children have access to a wide range of exciting toy resources and activities which are adapted depending on the needs of the children present.

Children are learning to handle a range of small tools, such as a rolling pin and shape cutters during play dough activity. On other occasions they use crayons which encourage their early mark making skills. They have many opportunities to find out about everyday technology as they play with touch button programmable toys. During this time, children interact with a touch and learn alphabet play mat. This helps children's fine muscles development, early mark making abilities and helps them develop skills for the future. Children access a range of age-appropriate resources which reflect their cultural background and figures of people with different abilities. They maintain a level of concentration, especially at their chosen activities, such as water painting. They particularly like story time as they sit on the childminder's knees and look closely at their favourite book, using the pictures to follow the story. The childminder's use of different characters voice tone helps to involve children even more and develops their interests.

Children have many opportunities to complete puzzles, build and construct and recognise numbers, shapes and colours in their daily play. Young children are learning good personal hygiene practice as they, with the childminder's support, wash their hands after coming in from the garden. During this time, they independently dry their hands and at lunch times they confidently feed themselves. Parents provide their children with healthy and nutritious packed lunches. On some occasions, the childminder provides children with healthy cooked lunches which support their individual dietary needs. For example, children enjoy eating couscous with chick peas, sultanas and chicken with finger salad such as tomatoes, carrots and olives. This is followed by a selection of sliced fruits and regular drinks of water are offered throughout the day.

Children are excited about their new found interests as they enjoy handling a broom and using it to sweep the garden. At other times, they show lots of enthusiasm as they help the childminder water the flowers. In other situations, children have daily opportunities to play in the garden for fresh air and exercise to develop their large muscles skills. For example, they enjoy playing with push and pull toys and play football and throwing and catching games with the childminder. Children's healthy lifestyles are further developed because they are taken regularly on visits to a childminders' drop-in group, library and go on walks to the local parks where they enjoy playing with children from a wide variety of cultural backgrounds.

Children are learning how to keep themselves safe as they take part in regular fire drills, which teaches them how to leave the premises quickly and safely with the childminder in the event of a fire. Children with English as an additional language are helped to settle and feel secure by the childminder, who learns words and phrases in the children's home languages, such as French and uses this to communicate with them. This knowledge is extended further with the use of sign language, such as Makaton. Children are encouraged to learn about acceptable behaviour through the calm approach which the childminder adopts and she effectively uses praise and encouragement when children help to put away the toys at tidying up times. She has built close and caring relationships with the children. As a result, children are happy, secure 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*

### 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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