

Inspection report for early years provision

Unique reference number	137700
Inspection date	10/06/2010
Inspector	Julie Biddle
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 1991. She lives her husband and three adult children in the London Borough of Brent. The childminder is also a registered foster carer. The children have use of a room set aside for childminding purposes on the ground floor the bathroom is on the same floor. There is a safe enclosed garden for outdoor play.

The childminder is registered to care for a maximum of four children at any one time. 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 group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children receive warm and affectionate care within a safe and clean home. They make good progress in their learning and development because the childminder has a thorough knowledge of the Early Years Foundation Stage framework, and how to apply it effectively in her practice. The childminder discusses children's individual needs carefully with parents so that she can settle them and avoids disrupting familiar routines and comforts. The childminder is beginning to reflect where improvements can be made and identify some solutions to improve the support and experiences she offers to children in her care.

What steps need to be taken to improve provision further?

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

- improve the record or risk assessment so that it includes information on who conducted it, date of review and any action taken following a review or incident. 30/06/2010

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

- further develop observation, assessment and planning to meet children's individual needs and to help them to make good progress towards the early learning goals.
- extend children opportunities to discover the local and wider world through trips and activities in the community

The effectiveness of leadership and management of the early years provision

The childminder has a good knowledge of safeguarding children. She fully understands her role in this process and how to report any concerns to protect children's welfare. The childminder implements a range of policies and procedures which support all aspects of children's well-being and safety. Risk assessments are undertaken and the childminder ensures there are no obvious safety hazards for children in her home and when on outings. However, some of the required details of the risk assessments are missing. The childminder is proactive in ensuring children are learning how to keep themselves safe, for example, she talks to them about sitting down as they eat to avoid choking hazards.

The childminder continues to recognise areas for her development, these include keeping up-to-date with training. She has, for example, attended paediatric first aid course to ensure she is able to manage children's accidents appropriately. She demonstrates a good aptitude to improving her practice. She has considered areas for improvement such as the range of resources for the garden and more trips in the local community. As a result, she enhances the service she offers all of the children.

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. Where necessary, she would seek support from other professional agencies to ensure their individual needs are met effectively.

The childminder has organised her home well, this enables the children to select their own resources and activities and to explore and play happily in a safe and secure environment. Toys and resources are fit for purpose and support children's learning and development. Children have access to a small range of resources that reflect positive images of the local and wider world; however, trips into the community that would enhance their learning are limited.

The childminder establishes good links with parents and the information that they share helps to ensure children are settled and secure. Parents are aware of the childminder's practices because they receive clear information about the service she provides as their children settle with her. Ongoing information is shared daily with parents. The childminder informs them about their child's development and activities they enjoy while in her care. The childminder gathers appropriate permissions, and keeps the required documentation in place.

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

Children are secure, happy and show a sense of belonging in this warm, caring environment. This is as a result of the childminder's kind and considerate care. The childminder meets the individual needs of the children with enthusiasm and so ensures they feel valued and respected. The childminder has created an

environment that enables the children to make informed choices in their play.

The childminder provides a range of toys and activities that are suitable for the ages of the children in her care. Children are learning the consequence of their actions for example as they press buttons to make music. The children play independently and are becoming active, inquisitive learners. They are for example; fascinated to learn how new batteries improve the way the toys work. The childminder supports children's language development through consistent, positive interaction and encouragement. The childminder talks to the children all the time as they, for example, notice the aeroplanes as they look into the garden. She uses questions to encourage the children to think for themselves. For example 'how many red balls are there,' children are praised and congratulated as they count the red balls. Children are encouraged to develop personal qualities that enable them to take on responsibilities and small tasks such as clearing away after snack time.

The childminder has a good knowledge and understanding of the Early Years Foundation Stage and so is successful in engaging children in stimulating activities. The childminder has started to observe the children in order to track their progress; however, this is in its early stages and is not linked to future plans and further challenges for the children. Written observations and discussion demonstrate the children make good progress while in the care of the childminder.

Children develop healthy lifestyles as they have regular outdoor experiences in the garden they particularly enjoy kicking the football. Parents provide all the food for children which is stored and heated up appropriately. Children are encouraged to adopt healthy habits such as hand washing before they eat. The childminder uses lots of positive language to encourage the children to enjoy their food and meal times.

The childminder manages children's behaviour using positive methods that are appropriate to their level of understanding. Praise and encouragement are also used to enable children to develop confidence and good self-esteem. Children are learning to behave in ways that keep themselves and others safe.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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

Outcomes for children in the Early Years Foundation Stage	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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