

Inspection report for early years provision

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Inspection date	16/04/2010
Inspector	Caren Carpenter
Type of setting	Childminder

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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

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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 2001. She lives in a three bedroom, ground floor flat in the West Hampstead area within the London borough of Camden. The living room, kitchen and a bedroom are used for childminding. A balcony area is also used for supervised play.

The childminder is registered to care for a maximum of three children under eight years; of these not more than three may be in the early years age group. The childminder is currently caring for four children in the early years age group on a part-time basis.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder takes and collect children from a local school. The childminder takes children to drop-in groups, library and local parks. The childminder holds a Montessori diploma qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress in their learning and development because the childminder provides a wide range of activities that captures their interest. High value is given to the uniqueness of each child to promote their well-being and development. Close partnerships with parents contributes successfully to the children's overall well-being. The childminder evaluates her practice well and is able to identify suitable areas for future development to support continuous improvement. The childminder is committed to further developing the systems for monitoring and assessing children to support their learning.

What steps need to be taken to improve provision further?

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

- develop further the use of observations which help identify the next steps for children's learning and inform planning.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and their overall welfare is effectively promoted by the childminder. The childminder creates a secure and welcoming home for the children. She has a written risk assessment in place and minimises potential risk by checking her home daily and assessing risks to children when they are outside of the home. The childminder has a good understanding of child protection issues

and understands the importance of reporting child protection concerns. She has a comprehensive written child protection policy which is shared with parents and she has attended safe guarding training to keep up to date with child protection issues.

The childminder ensures the continuous improvement of her provision by assessing and recording what is being done well and what needs to improve. She shows a strong commitment to developing and improving her practice. For example, she has attended additional training courses to enhance the care and learning experiences she provides to the children. Recommendation made from the last inspection has been successfully met. For example, parents provide written details about their children's medical needs, fully promoting their welfare.

Space is very well organised and provides children with easy access to a good variety of activities and learning experiences. The childminder organises her home and play resources very well to encourage children's independence. For example, children choose from an exciting and stimulating range of toys that are presented within their reach. Flexible daily routines are planned to provide a well-balanced day for the children to have a wide range of experiences, both in the home and the local community. All essential records are in place, readily available, well organised and stored securely to protect confidentiality. Consequently, children are thoroughly protected.

The childminder is committed to ensuring that her service is inclusive for all families. For example, children are provided with good opportunities to learn about diversity and the needs of others, as the childminder provides a range of resources, which reflect positive images of the wider world. In addition, through discussion children are learning about countries around the world as they find out about different types of clothing and food. This creates an inclusive environment that encourages children to feel a sense of belonging and increases their understanding and knowledge of the wider world. The childminder demonstrates a positive attitude to liaising with professional agencies to ensure that children with special educational needs and/or disabilities are equally provided for.

The childminder works successfully with parents and has effective systems in place to obtain and share information with them. She talks to parents before children attend her setting in order to find out about their children's individual needs and any relevant information relating to their children's abilities. Clear written policies and procedures are available to parents in order to promote continuity of care. The childminder uses a daily journal effectively to keep parents well informed about their children's daily routine and their developmental progress to ensure their individual needs are met. In addition, each child has their individual profile with some photographic evidence of their time spent with the childminder, which she shares with parents.

The childminder has a positive attitude to developing and forming links with other providers. For example, she has established good links with a provider of a local nursery to ensure continued progression of children's care, learning and development.

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

The childminder has a good knowledge and understanding of the six areas of learning and ensure that the environment is well presented to capture children's interest and to help them make good progress towards the early learning goals. Children are very happy, secure and enjoy the quality time the childminder spends playing with them.

The childminder provides a wide range of balanced and varied activities which is challenging and exciting that cover all areas of learning. They are planned and available to children to fully promote their all-round learning and enjoyment. Children's ability and involvement in different activities is observed and recorded using photographs of them participating in exciting and stimulating range of play and learning experiences. The childminder is keen to develop further the use of observations to help identify the next steps for children's learning to enhance their progress towards the early learning goals. Children clearly enjoy their time with the childminder. They are engaged, happy and interested and are learning through their play. For example, children thoroughly enjoy participating in singing and rhyme sessions, looking at books and listening to stories. They eagerly explore and investigate various objects in treasure boxes developing their sensory skills. The childminder helps children to enjoy their play experiences by being involved their play. She is skilled at questioning and extending their learning, for example, encouraging them to talk and describe the pictures in the story books. This effectively promotes children's communication and language skills. Children are developing their problem solving skill, for example, they complete simple jig saw puzzles and are learning to recognise numbers, shapes and colours.

Children have good opportunities to socialise with their peers and others as they visit toddler groups and the library. They enjoy regular trips to Golders Hill Park to learn about animals and birds such as deer's, flamingos and ducks. This contributes effectively to children's learning and play experiences. Children enjoy using a selection of programmable toys that support their learning as they find out why things happen and how things work. This helps children to develop skills for the future.

Children's dietary needs are taken into consideration and are offered healthy and nutritious meals and snacks such as, a selection of fresh fruit daily, chicken, rice, butternut squash, sweet potato and fish. The childminder ensures all children have drinking water readily available for them at all times. In addition they have good opportunities to enjoy fresh air and exercise for example; they visit the local parks and playgroups which promote a healthy life style. All relevant documentation with regard to health, including specific dietary needs and consent forms are in place and up to date. These positively safeguard children's well-being.

The childminder is proactive in teaching children about a range of safety aspects, such as keeping themselves safe when crossing the roads and how to deal with strangers. Regular fire drill practices further contribute to children developing an awareness of how to keep themselves safe.

Relationships are good. Children receive good support from the childminder so they feel safe and secure. They learn to behave acceptably and begin to understand right from wrong through the sensitive guidance they receive from the childminder and the clear boundaries she puts in place.

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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