

Inspection report for early years provision

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Inspection date	23/04/2010
Inspector	Audrey Opal Ufot
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 in 2001. She lives with her husband and two adult children in Ladbroke Grove in the Royal Borough of Kensington and Chelsea. A play room on the upper floor and one bedroom on the lower floor are used for childminding purposes. There is an enclosed garden for outdoor play. The entrance to the home is via a first floor accessed by lift and stairs.

The childminder is registered to care for a maximum of three children at any one time and currently has three children on roll in the early years age range. There were no children present at the time the inspection was carried out. The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register.

The childminder is a member of the National Childminding Association. She attends a childminders drop-in group and toddlers group regularly. The childminder supports children with English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are making satisfactory progress in all areas of their learning towards the early learning goals. The learning environment is organised with a range of fun and stimulating play resources that are age appropriate for children. The childminder's knowledge and understanding of how children learn and develop within the early learning goals is developing. There are systems in place and the childminder carries out observation recordings of children during their play experiences. However, the observation recordings are not fully used to assess where children are in their learning, also they are not used to plan for the next step in all areas of their learning toward the early learning goals. She is aware of children's welfare needs and supports their home languages in order to give them a sense of belonging. The childminder has made considerable improvements since the last inspection. She has begun to identify and has made a commitment to making continuous improvement.

What steps need to be taken to improve provision further?

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

- use information gained through observations to assess, monitor and plan for children's next steps in all areas of learning towards the early learning goals

The effectiveness of leadership and management of the early years provision

Children are safeguarded because the childminder demonstrates sound knowledge of safeguarding issues. For example, she now ensures that all adults living in the home are criminal record bureau checked. The childminder has a sound understanding about child protection procedures and how to make a referral if she has concerns about a child. Regular risk assessment are carried out of the premises, which ensures the indoors and garden area are safe for children's use. The fire blanket is suitably positioned in the appropriate place and children practise regular fire drills. This enables children to recognise when to leave the premises in case of a fire.

The space in the childminder's home is used appropriately; a dedicated playroom is available which is well maintained. Children are provided with a wide range of age appropriate toys and resources that are stored in boxes on the floor and on low level shelves for children's easy access. The last inspection was judged inadequate. However, since then the childminder has made good improvements. For example, she has addressed the majority of the actions but has completed all the recommendations. For instance, the relevant recording systems are in place to support children's welfare. Such as, parental written consent is obtained for emergency medical treatment, the registration certificate is displayed as required and public liability insurance is in place. In addition, there is a complaint procedure in place; however, it does not include a method to log any complaint made by a parent. The childminder has attending training in first aid and holds a current certificate and the first aid box is suitably completed. These ensure that children are sufficiently safeguarded in an environment where they can feel safe and secure; also, this supports the childminder in administering first aid to children in the event of accidents happening.

The childminder has begun to evaluate her childminding service and demonstrates a commitment to continuous improvement. For example, she has attended training in the Early Years Foundation Stage learning and development and also has regular support from her local Early Years team with regards to putting systems in place for observation, assessment and the planning for children's activities. From this, the childminder makes regular observation recordings of children during their play experiences. However, she has yet to fully use the observation recording to assess and plan for the next stage in the children's learning towards the early learning goals.

The childminder provides a service that is inclusive for all children, supporting children in developing both their home language as well as English. Children have equal access to all toys and resources. They are learning about the world in which they live. For instance, visits to play groups provide them with many opportunities to play with children from different backgrounds to their own and celebrate a variety of festivals. The childminder reports that she has developed close and friendly relationships with parents and provides parents with daily verbal feedback. The childminder also has plans to develop a two-way communication book so that parents can read what their children have achieved through their play; also for

parents to make comments as to the areas of learning they see their children are developing in. The childminder reports that she has begun to develop links with the local nursery school so that children are provided with continuity in their care and learning.

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

The organisation of the play room and photographic evidence shows that children are provided with a learning environment which encourages them to be active learners through play. Toy resources are arranged so that children can develop their independent skills. Children have many opportunities to choose from a wide range of books, for them to become familiar with words. There are writing and drawing materials available for children, such as crayons and pencils for them to make their early marks, and story telling tapes. These support children in developing their communication, language and literacy skills.

Cultural dressing-up clothes, books, a map of the world and the celebration of a range of cultural festivals help children develop a growing knowledge about the different groups of people living in the wider world. Available to the children are a selection of interactive toys which support their ability to use information technology, such as programmable toys. For example, speaking and nursery rhyme singing books. This helps to develop children's skills for the future. The childminder reports that children have many opportunities to complete puzzles, build and construct, recognise numbers and shapes and sort and match colours in their daily play.

Children's home languages are known to the childminder and she is able to support them by speaking in their home languages as well as English. The childminder reports that children are taken out regularly on outings to the local playgrounds and drop-in groups for physical activities and to enable them to develop an awareness of their local community.

The childminder reports that children are developing a good understanding of healthy lifestyles as she routinely encourages them to wash their hands before eating food and children are provided with freshly cooked, balanced lunches which meet their dietary needs. She informs that children are learning about how to act safely when they are out in the community because during story time, they are taught how to cross the road safely. The childminder reports that she has built close and caring relationships with the children. As a result, she reports children are happy 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

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	3
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:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure the complaint procedure includes a method to log any complaint made by parents (Procedures for dealing with complaints) 10/05/2010