

Inspection report for early years provision

Unique reference number	EY222978
Inspection date	01/09/2010
Inspector	ISP Inspection
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

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

© Crown copyright 2010

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 has been registered since 2002. She lives with her partner and three children aged five, 11 and 13 years in a house in the London Borough of Westminster. The whole of the home is used for minding purposes and there is no garden available.

The childminder is registered to care for four children under eight years at any one time and there are currently three children on role in the early years age range, all attending on a part-time basis. The childminder attends a local parent and toddler group and she also runs a toddler group. She is a member of the National Childminding Association and Westminster Accredited Childminders Network. The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well settled in the childminder's care, They benefit from the caring and affectionate relationships they have established with the childminder. There are effective procedures in place that support the childminder in getting to know the children, which enables her to meet their individual needs well. Detailed policies and procedures are in place, which are mostly implemented well. Good partnerships exist between the childminder and parents and these are used well to provide continuity of care for all children. The childminder has a firm understanding of her role in supporting children learning and welfare needs and she shows a proactive attitude towards continued development.

What steps need to be taken to improve provision further?

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

- ensure risk assessments of the environment are completed in line with requirements, detailing the regularity of such checks according to the assessment of the significance of individual risks (Safeguarding and welfare) 05/10/2010
- ensure prior permission is consistently obtained from parents for each and every medicine before any medication is given and ensure records of this is accurately maintained (Safeguarding and welfare) 05/10/2010

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

- further develop observation and assessment arrangements to demonstrate how these are linked to future planning in order to support children's learning

The effectiveness of leadership and management of the early years provision

The childminder manages her setting well. Safeguarding arrangements are robust and contribute towards the safety and welfare of children her care. Detailed risk assessments are in place for the home environment as well as for outings and there are clear procedures in place to ensure that children are not left alone with other adults; all visitors are required to sign in the visitor's book. A detailed selection of written policies and procedures are in place and underpin the childminder's service. These include child protection, complaints, and equal opportunities and most are implemented well.

The home environment is made welcoming and accessible, the children have access to a suitable range of good quality toys and resources that provide them with a broad range of experiences that enhance their learning and progression. Observation and assessment supports the childminder in gathering knowledge of children's individual needs. However, it is unclear how these are used to support future plans. Although the childminder is not currently caring for any children with special needs, she demonstrates that she is committed to providing an inclusive environment where appropriate adjustments are made to ensure that all children regardless of ability meet their full potential. The childminder is keen to explore this area and plans to access further training on this.

The effectiveness of the childminder's engagement with parents is very good. She demonstrates that she is willing to go the extra mile and uses effective methods to work with parents including home visits where she spends time getting to know the child and family in their own environment. Questionnaires are also used to evaluate her practice and support the childminder in improving her practice. There is also a good two way flow of information exchanged regularly, which ensures that children's individual needs are consistently discussed and met. Currently none of the children attend any other provision, although the childminder demonstrates a sound knowledge and understanding of the importance of these partnerships in order to provide a consistent and coherent practice.

The childminder demonstrates an enthusiasm for her work and is motivated to make changes that improve outcomes for children. She has attended various training sessions, some of which included self evaluation which is mostly effective. This gives a clear picture of the areas of strength and areas for improvement but as yet is not used effectively in all areas. Consequently some significant aspects have been missed, these include obtaining written permission from parents for administering medication to children is not always consistently obtained. This is a breach of a specific requirement in regulations. In addition the MOT for the vehicle used for transporting children has recently expired although the childminder

informs that she has not been using her vehicle for minding purposes.

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

Children enjoy a welcoming and inclusive home environment where their individual needs are well met. They are well supported in making progress in their learning and development as the childminder demonstrates a secure knowledge and understanding of how children learn and of her role in supporting them. They are provided with an interesting and varied range of activities and experiences that are geared towards their interests and abilities. There are a broad range of written policies and procedures in place that contribute towards the children's overall welfare.

Children are supported in developing in awareness of the wider community through the resources provided and from their participation in various cultural celebrations. Information gathered from parents is used to inform baseline starting points for the childminder to build on.

Babies are developing their confidence and self esteem through the supporting and affectionate relationships they have established with the childminder, who spends time on their level, engaged their play. Babies communicate with the childminder through non verbal gestures, such as facial expressions, and body language. There is a wealth of language all around which further supports their developing skills. They have opportunities to look at books, take part in singing and music sessions and are exposed to the constant conversation that the childminder shares with them. They benefit from further opportunities to build on their early social skills through their regular visit to parents and toddler groups, parks and libraries.

Although the childminder does not have a garden, children have good opportunities to experience outdoor play through regular trips out to the park and other places of interest provide children with opportunities to engage in physical activities. The physical needs of babies and young children is well met, as the childminder ensures that she adopts their routines from home, enabling children to rest and sleep according to their needs.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	2
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----