

## Inspection report for early years provision

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<b>Unique reference number</b>	137558
<b>Inspection date</b>	21/09/2010
<b>Inspector</b>	Lynn Palumbo
<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 1993. She lives with her husband and two children in a house in the London borough of Brent, within easy walking distance of shops, parks, nurseries and schools. The whole of the home is used for childminding. Toilet facilities are on the ground floor. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of five children under eight at any one time. There are currently six children on roll, two of whom are in the early years age group. They attend at different times of the week. The childminder is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. The childminder has a pet dog.

The childminder is a member of the National Childminding Association. She walks to local nurseries and schools to take and collect children.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The childminder successfully promotes most aspects of the Early Years Foundation Stage framework requirements within a suitable and inclusive environment and children are adapting to a healthy lifestyle excellently, as a result they are happy, secure and settled. She develops positive relationships with parents, which contribute well to children's welfare and learning needs being met. The childminder has effective systems of self-evaluation and is able to ensure her provision develops continuously.

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

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

- establish systems to involve parents as part of the ongoing observation, assessment and planning cycle to ensure they are fully involved with their child's learning
- establish a two-way flow of information with other early years providers to ensure a collaborative approach to children's learning and development is fully achieved

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

The childminder has a clear knowledge about child protection procedures and knows where to make referrals. She has an up-to-date first aid certificate. This

ensures, if the children have any accidents or any concerns arise about the well-being of children, that correct procedures are followed. Effective records of risk assessments are in place to ensure children's safety while playing. This ensures any potential hazards are promptly identified and minimised within all areas of the home, the car and on outings. The childminder obtains parental consent for medication, outings, and emergency medical advice and treatment for all children in her care. This ensures all children are cared for in an emergency without delay. The childminder maintains safeguarding records, for example, she has a record of children's hours of attendance and records accidents accurately. The childminder shares all her policies and procedures with parents at the outset to ensure they are well informed.

The childminder has designed an effective layout of good quality toys and resources in the home and garden, to ensure children can access these easily. The childminder also makes good use of the recreational services within the community, for example, the local children's centre and library. This ensures children's learning and development is enhanced and feeds into the continuous improvement of her provision.

The childminder demonstrates that she has valuable knowledge about children's welfare and family background. For example, she is fully aware of children's health, dietary and care requirements, such as their sleep routines and the stage of weaning. Children are provided with an effective range of resources that foster an awareness of diversity in society, for example, they learn about different cultures. The childminder's systems of self-evaluation are effective and she has identified areas for development. These include purchasing resources to ensure children develop more skills relating to information communication and technology.

The childminder has established strong relationships with the parents. They are informed about their children's learning and development through daily discussions, samples of their children's work and written observations. However, the childminder has not yet fully established systems to involve parents in contributing to the observation, assessment and planning cycle, to ensure they are fully involved with their child's learning. The childminder is fully aware of other professional organisations involved within the Early Years Foundation Stage. Speech therapists and other specialist workers are welcomed into the home to observe the children, if necessary, and their advice is valued. The childminder cares for children who attend other early years settings. However, she has not established systems to ensure a two-way flow of information is shared about children's learning and development.

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

The childminder has developed effective assessment systems and uses photographic evidence alongside the observations she conducts. The observations provide information about what the children have achieved and their next stage of development.

Children and babies are happy to explore the resources in the play areas and they soon choose a toy or an activity. They quickly become engrossed in their play or creative work. For example, they explore treasure baskets and dress in their favourite fantasy costume. Children's speaking and listening skills are developing very well. Babies enjoy selecting books and listen to the childminder. They become engrossed in stories which include 'Farm animals' and interact well, identifying animals, they say, 'pig' and handle the book with care. Older children tell the early years inspector all about their child profile, they say 'look at this flower picture, it all sparkly and the tiny flower is at the bottom' and 'This is a picture of my mummy'. Children develop their writing by mark making, the childminder extends their learning by writing their name and encouraging them to pronounce the letters of their name. Children have good opportunities to develop their numeracy and problem-solving skills as they align puzzles and learn to measure ingredients when making cakes. In addition, children count beyond 10 and begin to understand numbers are sequential. Children have a broad range of experiences to develop creatively. They know their colours and are free to paint on a variety of materials. They also design valentine and birthday cards. In addition, they manipulate play dough. Children develop their imagination by role playing at the hair salon, they also play with their dollies, feeding, dressing and washing. This enhances children's concept of their own personal hygiene. Children develop their knowledge and understanding of the world well. At the local children's centre, they explore reptiles and discuss their characteristics. This is further extended when children visit the park and learn about animal habitats. Children develop an understanding of a diverse society as they read a variety of cultural books and eat a variety of fruits from around the world. In addition, they make Shamrock cards to celebrate St Patrick's Day and learn about the festival of light. All children are encouraged to access all toys and resources regardless of their gender. This ensures children are learning about a diverse society.

Children have excellent opportunities to learn about healthy lifestyles. Babies are crawling and beginning to pull themselves up whilst holding onto secure furniture. In the childminder's garden, they kick and throw balls with control. They ride bikes and challenge their physical skills on the soft play equipment. In addition, they climb on recreational equipment at the local park and activity centre. The childminder prepares nutritious and well-balanced home-cooked meals and children take pride in washing their hands before eating. Children are aware of foods that are healthy and understand why fast foods are unhealthy. Overall, there are effective measures within the setting to ensure that children play safely. For example, they practise fire drills and road safety. Children, including babies show an extremely strong sense of security and belonging to the setting. They are confident and enjoy playing together and have a mutual respect for each other. The childminder manages children's behaviour calmly and well. They respond positively to praise and to good role modelling.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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

The quality of the provision in the Early Years Foundation Stage	2
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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	1
The extent to which children make a positive contribution	1
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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