

Inspection report for early years provision

Unique reference number	EY315830
Inspection date	20/09/2010
Inspector	Carolyn Hasler
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).

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 2005. She works jointly with her mother and both are registered to care for children at the same address in the Kilburn Park area in the London Borough of Westminster, close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding, except the bedrooms.

The childminder is registered to care for a maximum of three children under eight years at any one time, no more than two of which may be in the early years age range. When working with another childminder this number is increased to a maximum of six children under eight years at any one time, no more than five of which may be in the early years age range. She is currently minding three children in this age group. She also offers care to children aged over five years to 11 years. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and goes to several toddler groups regularly.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder offers a welcoming service; she has measures in place to acknowledge children's individuality. She introduces the Early Years Foundation Stage effectively into her practice. Most requirements are met. Fully effective observation and assessment processes are in place. Initial communication between parents and the childminder means that she has the information on which to base her care arrangements. The childminder has taken steps to improve the service since the last inspection, including addressing recommendations to improve practice. She shows an enthusiasm to continue her improvements over time.

What steps need to be taken to improve provision further?

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

- carry out a full risk assessment for each type of outing and ensure that it is documented (Safeguarding and promoting children's welfare) 28/10/2010

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

- review policies and procedures to ensure they are in line with the welfare

requirements. The report has an area for improvement under deployment of resources regarding risk assessments for outings.

The effectiveness of leadership and management of the early years provision

The childminder is meeting all regulations and duties to safeguard children and demonstrates a good knowledge of safeguarding procedures, for example, she is able to confidently talk about the different areas of abuse, their signs and symptoms, and the action she takes to safeguard and promote the welfare of children. The childminder understands her responsibility to ensure that children are not left unsupervised with others and is able to demonstrate that she has been vetted appropriately by Ofsted.

The childminder has maintained a programme of training on childcare issues and shows interest in continuing this to address areas of weakness within her practice. Since the last inspection, the childminder has attended courses in the 'Introduction to the Early Years Foundation Stage', 'Completing Self-Evaluation', 'Inclusive Practice', 'Planning for Under Threes', 'How Well Do You Know Your Child?', 'Keeping Children's Journals', 'Postnatal Depression', 'Looking at Behaviour' and 'Creating and Maintaining a Peaceful Environment'. The childminder continues to maintain her paediatric first aid certificate. The childminder generally works within the requirements of her registration; she maintains appropriate insurance to support her practice.

The environment has been organised to ensure that play and learning space is maximised to include both inside and outside spaces. Children are able to move around safely from one area to another, accessing toys and equipment easily. Play resources and nursery furniture are in good repair, colourful and fit for purpose. There is a range of play equipment which reflects the diversity of children who are cared for. Play and learning equipment is stored in low-level storage units, this enables free and independent choice making. The childminder is clear in her role as key person and supports both children and their parents in meeting children's individual needs. Children achieve well as a result of the settings they are in. There are effective systems in place to support the health of children. Risk assessments for the premises ensure that children are kept safe while at the setting. However, risk assessments for outings are not in place. This is a breach of regulation. Consequently, children's safety is compromised when off the premises.

Children and their families receive a warm and welcoming reception to the setting. During initial contact, the childminder begins to build a strong knowledge of individual children through discussions prior to them starting. The childminder understands the importance of collecting information about children's unique characteristics. She has a good knowledge of each child's background and needs. Since the last inspection, the childminder has established a clear baseline to children's development. The childminder is improving outcomes for children and taking effective steps to close identified achievement gaps. The childminder supports children's understanding of the society they live in through taking part in community activities.

The childminder has effectively met recommendations raised at the previous inspection and this has improved outcomes for children. This includes the development of procedures for settling children in. The childminder ensures that

outside spaces are accessible to babies. She is continually developing her knowledge and understanding of the Early Years Foundation Stage. There are improved systems for collecting information on children's unique qualities and family backgrounds. There is some improvement in how the childminder assesses risk. However, this continues to be an area for development. The childminder is able to talk about her vision for the future of the setting and is beginning to recognise both the strengths and weaknesses. The childminder is able to communicate her ambition and drive, and she intends to achieve this through further training with her local authority to secure improvement.

The childminder explains that she has not yet had the opportunity to develop relationships with other early years partners. However, she demonstrates that she understands the importance of establishing key relationships with professionals who are involved in the care of children because this ensures a consistent and considered approach.

The childminder has highly positive relationships with parents and carers, and relationships are well-established ensuring that each child's needs are met. The childminder regularly asks parents and carers for their views through questionnaires and home-to-setting diaries. She ensures that parents have opportunities to inform important decisions about their child's care. Parents and carers are kept well informed about their child's achievements, well-being and development. This includes the sharing of documentation and discussion on the next steps. Parents and carers receive lots of information about the service in the form of policies and procedures and contribute to the experience children receive by providing written permission for a number of different issues which supports childcare.

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

Children are making good progress towards the early learning goals in all areas of learning. They are motivated and interested in a broad range of activities and take responsibility for choosing what they do. Children's welfare is promoted, they are secure and develop a sense of belonging to the setting. Children know what is expected of them because boundaries are clear and consistent. Good quality interactions and well-organised routines help babies and very young children to feel secure and confident within the setting.

Babies and young children are dependent on the childminder for personal hygiene tasks. However, as they develop independence, they build confidence in practising hand washing and take part in these routines at appropriate times during the day. Babies and young children are developing awareness of their different senses and enjoy meals and snack times as they attempt to independently feed themselves and make choices about tastes that they like and dislike. The childminder offers them a suitable range of healthy choices at the consistency suitable for their age and stage of development. Very young babies enjoy the social interaction of bottle feeding. Children enjoy a range of physical play opportunities. This includes climbing on the slide, jumping on the trampoline, kicking their legs to perpetuate motion on the swing, and using a range of tricycles and bicycles, hula hoops and balls. Very young babies are active within their play using vigorous arm and leg

movements with purpose. Some of their movements accidentally trigger a toy into action and they are beginning to realise this; controlling movement to enjoy the response. Babies enjoy bouncing on their feet while being held by the childminder. Children appear settled and happy. They are confident and show good levels of self-esteem. They build strong relationships with both adults and children. Mobile toddlers work well independently and are able to cooperate with their peers. Children engage in a good range of activities and experiences to support their learning. Children demonstrate a willingness to keep themselves and others safe through their good behaviour.

Babies and young children are able to communicate their needs through a series of babbles, gurgles, cries and squeals. The childminder uses lots of simple language around them to support their developing communication skills. In addition, there are a range of books and other resources to stimulate children's inquisitive nature and provide topics for conversation. The environment is rich in signs, symbols, notices, numbers, words, rhymes, books, pictures, music and songs which generate questions and make connections across all other areas of learning and development. Resources, such as shape sorters and peg puzzles, support children's problem solving skills and help them become more confident in using mathematical language. Children have a range of programmable toys, such as a laptop and a range of musical toys, which respond to children's interactions. Children spend part of their time with the childminder at community groups and visiting their local community facilities, such as the shops, parks and drop-in groups where they are able to observe, experience and absorb the world they live in and to interact socially with others.

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	3
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	3
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

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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