

Inspection report for early years provision

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Inspection date	01/02/2011
Inspector	Arda Halls
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 has worked as a childminder since 1987 and was registered with Ofsted in 2001. She lives with her husband and one child aged 17 years in Earls Court in the Royal Borough of Kensington and Chelsea. The whole of the raised ground floor flat is used for childminding which is accessible by four stairs outside the house. There is no garden but children are regularly taken to the communal garden and local parks. The childminder is registered on the Early Years Register and the compulsory and voluntary Childcare Register to care for a maximum of five children at any one time and is currently minding three children under five on a part-time basis.

The childminder walks to local schools to take and collect children. The childminder attends the local drop-in groups and the public library. The family have no pets. The childminder is a member of the National Childminding Association. The childminder supports children who speak English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a warm and welcoming environment in which individual children's needs are effectively identified and met. Children's health and welfare is well managed and substantial partnerships with parents have been established. The childminder ensures that all required documentation is in place alongside well organised policies and procedures. The childminder is in the process of monitoring and evaluating her childminding practice which demonstrates she has a strong capacity to maintain continuous improvements and enhance opportunities for the children in her care.

What steps need to be taken to improve provision further?

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

- devise observation and assessment methods to ensure individual children's learning needs are fully met and ensure they identify the next steps for learning

The effectiveness of leadership and management of the early years provision

The provider is well organised in a clean and inviting home. She demonstrates a good understanding of how to keep children safe and knows what to do if she has a concern about children. Policies and procedures are unique to her setting including a safeguarding children policy. The complaints procedure clearly informs

parents how they may contact the regulator if they should wish to make a complaint. An extensive list of compliments is collated in a folder of parents comments and letters which reflect the level of satisfaction with the good quality care the childminder extends to their families.

Children's individual care needs are identified as children start at the setting. This means their daily routines are designed to take children's needs into account. For example, the childminder knows the signs of children who may be about to argue over a toy. This means she can intervene before things escalate. She knows when children need to rest or when they are getting hungry. This means she is in control of the children's care and can meet their needs effectively. She knows when the best time is to go out for a walk in the park or take a visit to the local drop-ins. The childminder solicits the opinions of the parents by asking them to record their opinions on the care she provides. Parents are kept well informed about their children's progress at the end of the day at which time they may voice their opinions verbally.

Children's safety is maintained successfully as the childminder strives to raise children's awareness of how to keep themselves safe. They are reminded not to run when inside the home, they are beginning to learn about road safety and how to hold onto the pushchair when out walking. They know how to evacuate the building when the fire bell is sounded.

The family home is exceedingly well-resourced. Children are engaged in their play for extensive periods of time as they are able to play and explore a wide range of toys and resources that meets the children's needs exceptionally well. Low level storage means that children's independence is successfully promoted as they can make precise choices about what they like to do.

The provider reflects enthusiastically on her practice and has developed a self-evaluation document that portrays her commitment to enhance and develop her childcare practice. She establishes effective daily routines that help children learn about the order of the day. She explains clearly to children when they will be having a snack or lunch and when they will have a sleep. The children know that the soft quilts are laid out for them for their rest. They relax and go to sleep without hesitation. They know they can ask for a drink or food whenever they are hungry. The provider displays great patience and thoughtfulness as she assists children when eating. She has developed systems to introduce new foods to children but recognises that it can take some time before children accept and enjoy new foods. The childminder takes pride in offering care to children often until they go to school. She is, however willing to liaise with nurseries to ensure continuity of care for the children if children attend more settings than just hers. She works effectively within the Early Years Foundation Stage to consistently provide good childcare for all children.

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

Children are actively engaged in their play and exploration, smiling and laughing and talking confidently with the childminder. They are encouraged to be active and inquisitive and as a result are independent learners. There is a good balance of adult-led and child-initiated activities which means children are fully occupied and enjoying their learning journey. They like to play with dolls and are given an extensive choice of which dolls they would like and what clothes they would like them to wear.

Children are very fond of music and dance; they enjoy swirling about with exotic swathes of material. This play helps them develop creatively and physically as they never stop moving. Children's language is enhanced both in English and French. Children converse confidently in both languages. They are quick to explain about the film to which the music is derived. Children thoroughly enjoy story time. They choose from a vibrant array of books arranged attractively on the table. They never tire of the stories and comment continuously on the story content. The childminder is a competent story reader and understands the value of asking children open-ended questions as the stories progress. She has a good understanding of how children learn. However, observations and assessments are not recorded on children's learning and development. There is no link made to the areas of learning to identify the next steps of children's learning. There is, therefore no written evidence to see how children's learning is progressing.

Children's personal development, care and understanding of a healthy lifestyle is easily visible. Children know to wash their hands when it is time for lunch. All areas of the home are orderly and good hygiene is practised at all times. Risk assessments covering risks both indoors and on outings have been prepared and the childminder recognises the benefits of updating them at regular intervals.

Positive behaviour is consistently promoted and recognised. Children are kind to one another and show concern for one another. They have a good sense of belonging and self-esteem which is reinforced throughout the day.

Children are developing good basic skills for their futures. They learn about numbers through songs and stories they read, they learn to recognise shapes when assembling puzzles. They also learn about dressing and undressing and how to conduct themselves when needing the toilet. The childminder explains how children leave the bathroom in the same way they found it. This is a significant achievement for children of such a young age.

A good range of creative play is on offer at home such as painting and dough making. It is also available in the local drop-in centre where children are fully supported to express themselves with their peers.

Children are free to access books both in the home and when at drop-ins. They have their favourite stories which the childminder reads again and again. She recognises the importance of following the children's interests. She explains how

she will use the public library to extend children's learning about their own cultures and those of others.

A good selection of manipulative play materials helps children develop further skills. Children's language is successfully promoted with good descriptive conversations as they play. The childminder is fully involved in all aspects of the children's play and learning. The childminder is effective at presenting well organised play opportunities in which children of differing ages learn to play with one another successfully.

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	1
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	1

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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