

Inspection report for early years provision

Unique reference number	EY313433
Inspection date	15/02/2011
Inspector	Seema Parmar

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.

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Description of the childminding

The childminder was registered in 2005. She lives with her husband and their two children aged nine and 11 years. The accommodation is a fourth floor flat in Maida Vale, in the London borough of Westminster. The living room is the main area used for childminding. Children are taken to local parks, playgrounds and other places of interest regularly.

The childminder is registered to care for two children at any one time. There are currently two children in the early years age range on roll. Two children were present at the time of the inspection. The childminder is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. The childminder attends the local children's centre, toddler groups, library and local parks. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and secure in the childminder's care because she recognises their individual needs and generally provides well for them. Children are enjoying and achieving with an adequate range of play and learning experiences. However, the play resources are limited to fully extend and challenge children's good learning and development. Although the childminder is in the early stages of evaluating her service, she is aware that her observations, assessments and planning need to improve so that children make progress towards the six areas of learning.

What steps need to be taken to improve provision further?

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

- encourage children's independence during feeding time
- analyse observations to clearly identify children's next steps in learning and highlight their achievements
- develop ways to seek and share children's starting points and interests to contribute and update information for parents to become fully involved in their child's continuous learning and assessment records
- build on toys and play resources to provide more choices and play experiences for the children.

The effectiveness of leadership and management of the early years provision

The childminder has a secure understanding of the necessary steps to take in order to safeguard and promote the welfare of children. She has implemented a child protection procedure to follow in the event of any concerns about a child occurring. The childminder is vigilant in ensuring children's safety within the home and for outings as she conducts risk assessments well to identify and eliminate any hazards.

Children explore freely as the environment is well organised. Although children have adequate access to play resources, these lack in variety and range to fully challenge children in order to help them make good progress in all areas of their learning and development. All of the required policies and procedures are in place to support children's well-being. For example, accident and medicine records are maintained with the required necessary detail.

Although the childminder has yet to complete a self-evaluation process, she has the ability to identify areas of her practice that she would like to develop. She is secure in her understanding of what she needs to undertake to further improve her knowledge, understanding and practice in meeting children's care and play experiences. She has completed many relevant childcare training workshops and has also identified further courses that she wants to attend in order to improve outcomes for children. In addition, the childminder has addressed all previous recommendations from the last inspection to improve the service offered to children and families. For example, she has improved some of her resources to include positive images of the wider society to promote children's understanding of similarities and differences. Children are valued and respected as individuals. The childminder promotes an inclusive practice. The childminder demonstrates a positive attitude to liaising with professional agencies, ensuring that children with special educational needs and/or disabilities are equally provided for.

Partnerships with parents/carers are suitably promoted as the childminder has discussions with parents about their child's daily care. Parents are informed about their children's daily routine and their developmental progress to ensure their individual needs are met. For example, each child has their individual profile with photographic evidence of their time spent with the childminder, which she shares with parents. However, the childminder has not consistently developed ways to seek and share children's starting points or contribute and update information for parents to become fully involved in their child's continuous learning, development and assessment records. Feedback from parents states that they are happy with the care offered.

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

The childminder has a satisfactory understanding of the learning and development requirements and has begun planning methods to support each child's individual learning needs. She has suitable methods in place for observing and recording their development in their individual scrap books. However, this process is still in its infancy. The observations are linked to the six areas of learning and there is photographic evidence to support these observations. However, the information obtained from the observations is not fully analysed and therefore, the next steps for children's learning are not identified.

Children are happy and enjoy their time with the childminder. She is warm and friendly towards the children, giving them lots of cuddles and attention. Babies respond very positively to the attention they receive as they communicate well through smiling and babbling when the childminder talks to them. However, younger children are not encouraged in trying to attempt in feeding themselves at meal times in order to fully begin to promote their self-help skills. Children enjoy their play experiences as the childminder becomes involved in their play. For example, children learn by talking about what they are making while building and constructing train tracks and completing simple jigsaw puzzles, which promotes their critical thinking, communication and imaginative skills. Babies enjoy playing as they learn about technology and how things work as they listen to the sounds of programmable toys. Daily outings enable children to explore their natural environment and local community which in turn promotes their social skills. In addition, children enjoy fresh air and exercise, developing their large muscle skills, while playing on the various park apparatus.

Children are learning to keep safe as the childminder gives gentle reminders and supervises them vigilantly as they play. The childminder has clear and meaningful written guidelines of acceptable behaviour for children, which she shares with parents. The childminder recognises the importance of having a consistent approach and being a positive role model. She has built close and loving relationships with the children. As a result, 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

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

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