

Inspection report for early years provision

Unique reference number	EY246421
Inspection date	12/08/2010
Inspector	Martha Darkwah
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 has been registered since 2003. She lives with her husband and ten year-old son in the Chelsea area of the London Borough of Chelsea and Kensington.

The childminder is registered for a maximum of five children under eight years with no more than three under five. When working with an assistant, together they may care for a maximum of five children in the early years age group. They are currently caring for four children in early years age group who attend on part time basis.

The setting is a basement flat. The main areas used are the open plan hallway, small dedicated play room, and kitchen, bedroom and bathroom facilities. There is an enclosed rear patio garden for outside play.

She is a member of the National Childminding Association and speaks Spanish, Italian and English.

The childminder is registered on the Early Years Register and 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.

The childminder provides a homely and a fully inclusive service where each child is treated as an individual and encouraged to make independent choices. She demonstrates a good understanding of the Early Years Foundation Stage and supports children to make good progress in their overall learning and development. Priority is given to providing an inclusive and well resourced environment. Partnerships with both parents and outside agencies positively contribute towards children receiving continuity of care; as a result they settle extremely well. Children's welfare is promoted through a comprehensive range of policies and procedures which successfully support their overall care and safety within the provision. The childminder has made improvements since her last inspection and has a growing awareness of her strengths and areas for development. She is beginning to make good use of self-evaluation to improve her practice.

What steps need to be taken to improve provision further?

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

- ensure information concerning parental permission to the seeking of any necessary emergency medical advice or treatment in the future is in place for all children (Safeguarding and promoting children's
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welfare)

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

- further develop observation records to match the expectations of the early learning goals
- practise the devised emergency evacuation of the premises and record in sufficient detail

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded well. The childminder understands her role and responsibilities with regard to child protection and updates her training in this subject on an ongoing basis to reinforce and consolidate her knowledge. She has a detailed written policy, which she shares with parents, to support her practice in this area. Children generally play very safely as the childminder has risk assessed both her home and any outings the children are taken on. She maintains records of these assessments and also carries out a daily safety check of her home and garden.

Aspects of children's well-being in an emergency situation is promoted well overall because fire evacuations are practised, and the childminder organised fun based activities around how children keep themselves safe and fire safety. Additionally, such activity is planned to link in with the visit of the fire officer to reinforce safety issues. However, the childminder is yet to organise fire practice on regular basis and keep as record in sufficient detail of any problems encountered and how they were resolved. There are working smoke-alarms are installed at each level of the house and a fire blanket is provided in the kitchen. The childminder is yet to obtain written parental consent to seek emergency medical treatment for all children. She holds a current paediatric first aid certificate, which helps her manage and protect children's health and has a well stocked first aid box to be used effectively in an emergency. The childminder has parental consents in place for all trips within the local and wider community. All records relating to the children's individual health and general welfare are well maintained.

The childminder makes very good use of her home to offer children warm and comfortable play areas within a family environment. They have plenty of clear floor space in which to explore and engage in their play. Resources, many of which contain positive images of diversity, are organised well to allow children independence to self-select and make their own choices, as well as enjoy the planned activities offered. Inclusive practice is promoted effectively. The childminder knows the children and meets their needs well; every child is recognised and valued for their individuality.

The childminder is committed to the continuous improvement of her practice. She has successfully addressed most of the recommendations made at the last inspection by ensuring that she has up to date knowledge and understanding of

child protection procedures to protect children. She is beginning to make good use of self-evaluation to improve her practice, identifying what she believes her strengths to be and setting some realistic goals for future development.

Partnerships with parents are excellent. They are involved in establishing their children's starting points. The childminder gathers detailed information from them regarding their children's routines, abilities, backgrounds, beliefs and medical history so that she can meet their individual needs. Informative notices display useful information for parents, including the elements of the Early Years Foundation Stage, together with the childminder's certificates relating to registration, first aid, healthy eating posters and educational posters. Testimonials from parents are very positive and state, for example, that children have 'developed well in speech and self esteem due to attending the setting'. They mention the consistent carefully thought out learning plans shared with them on regular basis. The childminder understands and is committed to working closely with other professionals to benefit children.

She has researched and trained in all areas of the Early Years Foundation Stage framework and has implemented this well within her practice. However, she is yet to secure the tracking system to ensure children's identified next steps are matched to the expectations of the early learning goals.

Excellent relationships with parents and children are at the heart of the care provided by this childminder. She provides an inclusive setting, treating all children as individuals and meeting their particular needs well. She has achieved this by displaying children's creative work at their level and also by including posters with positive images of diversity so that children can feel good about themselves.

The childminder has developed purposeful planning and assessment systems so that these focus successfully on individual learning for each child. She has worked hard to establish these systems in the knowledge that they will have a good impact on children's ability to enjoy and achieve, and reach their full potential. For example, she has monthly meetings with parents to discuss children's development and shares all educational plans with them informing them of any changes.

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

The childminder has established effective records, policies and procedures to support the safe and efficient management of the Early Years Foundation Stage. She clearly enjoys her work with children, which is evident in her positive interactions with them. The environment is effectively organised to promote an accessible and stimulating range of experiences for children. They have extensive opportunities to make choices about their play as they access good quality resources covering all aspects of children's development.

Weekly plans, scrap books full of photographs of children's activities and the children's monthly assessment folders show a good array of enjoyable activities that cover all areas of their development. These include painting, playing with water and sand. Children enthusiastically enjoy activities, such as match the pictures, find faces help children to identify different aspects of emotions and feelings, exploring different musical instruments and introducing sounds through

rhyme and songs when looking at the 'Jolly Phonics' book extends children's enjoyment and heuristic experiences.

Children are extremely happy and very content with the childminder. They enjoy exploring the safe and well organised environment and have made a good start to gaining skills they will need in order to secure future learning. The childminder's close, loving care supports children in feeling secure as they have their individual needs met. She effectively plans an exciting and challenging range of experiences both inside and outdoors. For example children go to local parks and the science museum. Children confidently move between the different play areas the childminder has identified as learning zones with clear labelling, photographs and educational posters. She successfully supports them in becoming independent and active learners due to the excellent deployment of resources. The childminder enthusiastically engages with children as they play and skilfully follows their interests. For example, children are fully engaged as they sit close to her, listen follow the rhyming words linked to the letters of the alphabet. They hold up the laminated cards excitedly and mimic the actions in these well known sounds of the letters as the childminder enthusiastically reads to them. Children respond with delight as they are praised by the childminder.

The childminder has developed an effective assessment system which supports her in planning activities and experiences that focus on children's individual interests. Their artistic efforts are displayed in their very well presented scrap book. This helps them to feel pride in their achievements and provides an invaluable record of memories for parents to share. Children enjoy sensory activities exploring rhythm and different musical instruments where they can feel objects and play with noise-making toys. Consequently they are busy and engaged as they concentrate for extended periods within their play. They are developing a broad knowledge and understanding of the world around them as they are involved in a variety of practical experiences.

Children use an extremely clean, homely environment. The dangers of cross-infection are prevented well. Children learn about healthy lifestyles, benefiting from long periods outside daily and plenty of physical exercise. The childminder has a clear policy on healthy eating, which includes offering children suitable food and drinks. Meal and snack times are social occasions where children sit and talk about healthy choices and their favourite fruits.

The childminder is a very positive role model, which has a successful impact on children's behaviour. She is very responsive to their needs, communicating with them and explaining clearly when certain behaviour is not encouraged. They are very content and settled because their individual health, physical and dietary needs are met to a good standard.

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	1
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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