

Inspection report for early years provision

Unique reference number	137671
Inspection date	28/02/2011
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 1990. This childminder lives with her husband and two adult children in a three bedroom house which is located within the London borough of Brent. The living room, kitchen and an outdoor play house are used for childminding. There is an enclosed garden for outside play.

The childminder is registered for a maximum of six children under eight years at any one time, no more than three of which may be in the early years at any one time. There are currently two children in the early years age range on roll. She also offers care to children aged over five to 11 years. The childminder works with her daughter who is also a registered childminder.

The childminder is registered on the Early Years Register, compulsory and voluntary parts of the Childcare Register.

The childminder walks/drives to local schools to take and collect children. She attends the local children's centre, toddler groups, library and local parks.

The childminder is a member of and is quality assured with the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder works successfully with another childminder to provide good quality care and education for children in the Early Years Foundation Stage. However, observations are not consistently used, in order for all children to effectively plan for their next steps in learning. The childminder is committed to improving and developing her service, to enrich the outcomes for children. She does this by attending additional training, reflecting on her practice and seeking the views of parents.

What steps need to be taken to improve provision further?

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

- develop further observations of children to identify learning priorities and plan relevant experiences for the next stages in their development.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates that she has a good knowledge of how to safeguard children in her care. For example, she knows what to do if she has concerns about child protection and is familiar with the Local Safeguarding Children Board

procedures. The childminder is very conscious on the aspects surrounding safety, as she carries out visual checks daily and has written risk assessments in place for indoors, outdoors and for outings. For example, risk assessments for regular outings include identified potential hazards, the level of risk and preventative steps taken to reduce the risk. Children also get involved in practice fire drills, to be followed in the event of a fire. As a result, children are very well safeguarded and their welfare is fully promoted.

The childminder organises her home and play resources effectively, in order to encourage children's independence. For example, children choose from an exciting and stimulating range of toys that are well presented and within their reach.

The childminder has completed a self-evaluation form, identifying her strengths and weaknesses. She has a good understanding of what she needs to do, in order to further improve her knowledge, understanding and practice, in meeting children's individual care and learning needs well. The childminder has addressed all previous recommendations made at the last inspection. The childminder has thorough and comprehensive records, policies and procedures that underpin all aspects of her day-to-day practice. As a result, children's well-being is fully promoted.

Children are valued and respected as individuals. The childminder promotes inclusive practice. The childminder demonstrates a positive attitude to liaising with professional agencies, to ensure that children with special educational needs and/or disabilities are equally provided for.

Partnership with parents is excellent. Children's emotional well-being is nurtured as the childminder gathers detailed information about their development when they first start, as well as any specific requirements to support their welfare and routines. Children benefit from very close communication systems between parents and the childminder. Parents receive detailed daily and periodic verbal and written information about their children's progress. In addition, policies and procedures are shared extremely well with parents. Questionnaires and reviews held show that parents are very happy with the childminding service provided and hold the childminder very much in high regard.

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

Children are very happy, secure and thoroughly enjoy the quality time the childminder spends playing with them. The environment is well presented to ensure that learning is fun and helps the children make good progress in their learning and development.

The childminder ensures that there is a good range of planned, purposeful play, both indoor and outdoors, with a balance of adult-led and child-led activities, which helps children to be active learners. Although the childminder recognises how children learn and develop, keeping observations and records their progress, she

does not consistently use these observations to identify for their next steps in learning. The childminder sits with the children, carefully supporting their play and describing what they are doing to help develop and extend their language skills. Children's communication and language skills are further extended, by the very good opportunities provided by the childminder. For example, she is involved in the 'Every child a talker' project which is organised and supported by the Early Years Service. The childminder ensures that children participate in a wide range of exciting and challenging activities that engages all their senses, to help them make good progress, in all areas of their learning and development. For example, children's faces light up as they dance and sing to action nursery rhymes with the childminder. This plays a key role in language development. Children learn about counting as an integral part of her routine. For example, children learn to count during a cake baking activity, as they count four level tablespoons of water to add into the mixture. Children have regular opportunities to visit the local library, children's centre and toddler groups. This provides further learning experiences and opportunities to extend their social skills.

Children are beginning to develop an understanding of the cultures and beliefs of others as they celebrate the Chinese New Year, Easter, Diwali and Christmas. Children have good access to resources that helps them understand the similarities and differences of the wider world we live in.

Children show an excellent understanding of their own health and hygiene through daily routines, such as washing their hands after using the toilet, before and after eating. Children have their own individual flannels and brush their teeth daily after meals. Children's individual dietary needs are respected, as parents provide packed lunches. At snack time, children tuck enthusiastically into a bowl of fresh fruits such as strawberries, satsumas, grapes and apple. During an activity to reinforce healthy eating, children benefit from preparing fresh vegetables with which they make soup. Afterwards they take pleasure in eating what they have made. Experiences provided, resources available and interaction from the childminder also helps to ensure children develop good skills for the future.

The childminder understands how to manage children's behaviour appropriately. For example, she praises children's achievements, promoting their confidence and self-esteem. 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?	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	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	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	1
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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