

Inspection report for early years provision

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Inspection date	01/03/2011
Inspector	Caren Carpenter
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 1997. The childminder lives with her two adult children in a two bedroom house within the London borough of Brent. The areas used for childminding are two rooms, one on the ground floor and the second on the first floor. There is an enclosed garden available for outside play.

The childminder is registered for a maximum of five children under eight years at any one time and is currently minding three children in the early years age group. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

The childminder takes children to the local children's centre's and the local library. The childminder hold an early years qualification. The childminder has a dog.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a very happy, welcoming and inclusive environment where all children are motivated and well cared for. Children have access to excellent learning opportunities that meet their individual needs well and keep them actively engaged and, as a result, they are making outstanding progress in their learning and development. Effective relationships with parents ensure that the childminder is fully aware of children's individual needs which she meets very well. Systems to rigorously evaluate and plan for future improvements are not yet established.

What steps need to be taken to improve provision further?

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

- develop further the use of observations and assessments to identify learning priorities and match these observations to the expectations of the early learning goals
- develop the use of self-evaluation to clearly identify what is being done well and priorities for improvement.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of safeguarding, which ensures that children are well protected. She has all the information in place to report any concerns and is familiar with the Local Safeguarding Children Board procedures. Effective safety procedures implemented by the childminder ensure that children

remain safe at all times. For example, the childminder carries out regular risk assessments in all areas of her home to promote children's safety and records her findings.

The childminder is beginning to identify her strengths and areas for improvements although she has not established systems for monitoring and evaluating the continued quality of her provision. She shows a strong commitment to developing and improving her practice. For example, she has attended additional training courses to enhance the care and learning experiences she provides to the children. The childminder is keen to develop further the use of observations to help identify the next steps for children's learning to enhance their progress towards the early learning goals. Recommendation made from the last inspection has been successfully met. For example, records of incidents and accidents include relevant details fully promoting children's welfare.

Children are cared for in a well-organised, child-friendly environment. An outstanding range of resources and activities that interests the children and meets their individual needs are available enabling them to make excellent choices freely and safely. In addition, children benefit from regular trips out to libraries and playgroups, this provides further learning experiences and opportunities to extend their social skills. The childminder ensures that records, policies and procedures are very well organised and maintained to ensure that the needs of all children are met.

The childminder offers an inclusive service and welcomes all children into her care. The childminder is able to explain sufficiently well how links will be formed with others as required to support children's learning and development. For example, children with special educational needs and/or disabilities, she would seek assistance from other professional agencies. Children are beginning to develop a sensitive awareness of diversity and an understanding of the needs of others. This is achieved through a range of activities and resources which increases their understanding and knowledge of the wider world.

The childminder establishes caring and supportive working relationships with parents. There are good arrangements in place for ensuring a two-way flow of information between parents, carers and the childminder. Parents provide information on their child's individual needs, care routines and any specific requirements. The childminder keeps parents well informed of their child's progress and daily activities using daily diaries, learning and development records and observation and assessment documents.

Partnerships with others are outstanding. For example, the childminder supports a number of charities and raises children's awareness and understanding of the importance of helping other children from other countries such as Uganda to improve their lives by participating in sponsor fundraising events. In addition, the childminder has a very positive attitude to developing and forming links with other providers to ensure continuity of care and learning for the children.

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

The childminder provides an outstanding start to children's learning and play experiences. Children are very happy and settled in the childminder's care. They demonstrate a secure bond with the childminder, readily approaching her and happy for her to join in their play. The childminder has an excellent understanding of the Early Years Foundation Stage and the learning and development requirements. As a result, children are making outstanding progress in their learning and development. Each child has a learning journey folder that is always accessible to their parents, which is sensitively written in a way which gives complete ownerships to the child. This includes photographic evidence of their work and clearly shows their progression during their time at the childminder's.

Children are extremely keen to explore the toys and activities on offer and spend time engaged in self-chosen play. For example, children play with an excellent range of musical instruments, jigsaws puzzles, building and constructing with different shapes of bricks and a treasure basket as they explore and investigate a broad range of natural resources developing their sensory skills.

The childminder responds superbly to the children, getting down to their level to engage them in their play. She interacts exceptionally well with them, encouraging their language skills. For example, when looking at a book together the childminder repeats recognised words and the children copy her. This helps build on children's confidence in communicating and developing new vocabulary. In addition, the childminder supports children's developing communication, language and literacy skills extremely well through activities, such as visits to the library to select books and through the excellent interaction use of questions and story boards. Children are developing excellent mark making skills and have access to writing materials, such as crayons, pencils and paper. Children benefit remarkably well from visiting various places of interest, such as to the post sorting office to find out how letters are sorted and delivered into the community. This contributes effectively to children developing excellent knowledge and understanding of the world.

The childminder makes excellent use of daily routines to enable children to learn about being healthy and staying safe. They have extremely good opportunities to be physical active using the secure outside play area and regular visits to the local park to enjoy fresh air and exercise. The childminder encourages healthy eating and independence in relation to personal hygiene. For example, children are learning exceptionally well about the importance of how to look after their teeth by brushing them daily to keep them healthy. Children develop an understanding of dangers and how to stay safe because the childminder teaches them road safety. Regular fire drill practices further contribute to children developing an awareness of how to keep themselves safe.

Children's emotional well-being is extremely well nurtured. They learn to share and take turns and are considerate of each other as they build friendships with each other and share warm and caring relationships with the childminder. Children know

what is expected of them because boundaries are consistently and sensitively applied by the caring and extremely supportive childminder.

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	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	1
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	1

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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