

Inspection report for early years provision

Unique reference number	EY250707
Inspection date	04/03/2011
Inspector	Julie Biddle

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 2003. She works from a separate address from her home in the London Borough of Brent. The ground floor flat of the house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children under eight years at any one time. When working with an assistant a maximum of seven children under eight years may be cared for. The childminder is currently working with two assistants. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently six children on roll in the early years age group.

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 good.

Children are cared for in a safe and stimulating environment where the childminder and her assistants recognise each child's individuality and effectively promote inclusive practice. Children make good progress in all areas of learning because the childminder and her assistants are skilled at interacting with them and have a good understanding about how children learn and develop. Overall the system of assessment and planning meets the children's needs. Partnerships with parents are effective and benefit the children because all relevant information is shared. The childminder has a good capacity to maintain continuous improvement through training and evaluating her practice.

What steps need to be taken to improve provision further?

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

- further develop assessments and observation systems to include the next steps and challenges for children.

The effectiveness of leadership and management of the early years provision

The childminder and her assistants have a clear understanding of their role in protecting children and the procedure to follow if they have concerns. A safeguarding policy is in place and shared with parents, which in turn ensures they understand the childminders role. Children are well protected at the setting because they are never left with anyone who has not been vetted. The childminder and her assistants carefully monitor the children as they move between different

rooms to ensure their safety. Documentation and procedures are in place in order to promote the welfare of children which includes detailed risk assessments for both the home and when children are on outings. Thus ensuring children are safe at all times.

The childminder has made good use of self-evaluation to continuously monitor her provision and to plan for improvements. She is committed to improving her professional development and knowledge and expertise by updating her training and making sure she actively listens to parents, and her assistants.

Recommendations set at the last inspection have been effectively met. For example children now have individual paper towels to dry their hands, helping to avoid cross infection.

Children are safe and secure in the setting as considerable effort is placed on gaining a good understanding of each individual child before they are placed with the childminder. Space and resources are used effectively to meet children's needs. The home is very well organised to allow children to easily access a good range of resources and toys which helps children to gain confidence in making choices.

Partnerships with parents is a strength, parents receive a good range of information from the childminder including daily discussions and opportunities to view their children's observation and assessment records, meaning they feel included in their child's day. Parents can clearly see their child's progress in the areas of learning and comment on the quality of the childminders with positive comments and praise. The childminder has effective systems in place to liaise with others providing care for the children in the early years age range so that continuous experience is promoted.

The childminder has a thorough knowledge and understanding of the learning and development requirements of the Early Years Foundations Stage. She and her assistants continually talk to children, about what they are doing and making all experiences a learning opportunity.

The childminder and her assistants keep detailed observations of the children however; they lack information about the child's next steps or challenges to be set. Plans include a balance of adult directed and child-led activities and the childminder responds to the interests of children. The childminder and her assistants provide an inclusive learning environment where children are treated with respect and kindness. They ensure the learning environment is available and accessible to all children meaning they all have an equal chance to learn and develop.

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

Children are happy and confident in the child centred environment created by the childminder and her assistants. Children are encouraged to develop their

independence as they make their own decisions in the enabling environment by making choices about the toys and resources they play with. The childminder and her assistants know the children well, they have a good understanding of children's likes, dislikes and capabilities. The childminder and her assistants supports children's early language and communication skills as they ask open ended questions to encourage them to become independent thinkers. Children are asked to consider name opposites such as light and dark, big and small, they are delighted as they recall the answer. These informal learning opportunities are used to offer appropriate challenges throughout the day to extend children's knowledge and learning. For example, young children are encouraged to explore the environment as they use the furniture to help them balance, moving with increasing confidence. They attempt, with strong support from the childminder, to make early learning sounds or to choose simple toys to play with. Activities are adapted to allow children of different ages to take part in similar tasks. Children's differences are recognised and valued.

The interaction with the childminder and her assistants is warm and caring and children are well behaved. Good attention is given to developing children's knowledge and understanding of the world. They enjoy many interesting outings as they visit places of local interest and maximise the opportunities of different environments, such as local parks to access large play equipment and enjoy picnics. The children have good opportunities to access and develop their information technology skills as they visit the library to use the computer. Children's creative skills are extended and encouraged; they have a super time sticking little and large circles. Creative work is displayed meaning children feel proud of their work. Children use their skills of imagination as they play in the garden. They discuss keeping their babies safe in buggies as they shop for sausages. Children are learning how to keep themselves safe, they know how to cross the road safely and how to climb safely when in the park.

Children benefit from being cared for in a home which is clean, warm and well maintained. Individual routines are recognised and respected. For example, information about sleep patterns is shared with parents to promote good continuity of care. Good hygiene routines are followed to ensure children's good health as the childminder provides individual towels to dry hands. Children's health is further promoted as children enjoy daily opportunities for fresh air in the garden or outings in the community. Children enjoy nutritious meals and healthy snacks, which are home made using fresh ingredients. Menus are shared with parents to take account of likes, dislikes and dietary needs. Drinking water is freely available to ensure that children remain hydrated throughout the day.

Children are safe and demonstrate a sense of belonging. They look very comfortable with their friends as they play. The childminder gently reminds the children to share and to show kindness to each other. Children respond eagerly to consistent praise and encouragement and enjoy reassurance from both the childminder and her assistants.

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	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	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

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