

## Inspection report for early years provision

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<b>Unique reference number</b>	155035
<b>Inspection date</b>	04/03/2011
<b>Inspector</b>	Martha Darkwah
<b>Type of setting</b>	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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 2001. She works with her sister, who is also a registered childminder from her home in Maida Vale. She lives with her two children aged 22 and 14 years in a basement flat in the London borough of Westminster. The whole of the lower ground floor of the family home is used for childminding. The minded children have access to the lounge, one bedroom for sleeping, and kitchen and toilet facilities all on the same lower ground floor level. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of three children under eight years at any one time when working on her on her own. When minding with her another childminder together they may care for a maximum of six children under eight years. They are currently caring for six children between them of whom five children are in the early years age group.

She is registered on the Early Years Register and both parts of the Childcare Register.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are very happy and settled in this child-centred environment where they feel safe and consistently supported by the childminder and her co-minder. The childminder has a thorough understanding of the Early Years Foundation Stage; therefore, learning and development opportunities provided for children are good and support each child's individual development very well. However, the tracking systems need further development. Cultural diversity and inclusion is valued and respected well overall. Partnerships with both parents and outside agencies positively contribute towards children receiving continuity of care; as a result they settle well. The childminder demonstrates a good commitment to promoting improvements, which is evidenced by the in the way she reflects on her practice and identifies areas for improvement to continually improve outcomes for children.

## **What steps need to be taken to improve provision further?**

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

- improve the use of observations so as to make effective links to plans for individual children's future learning and development and add information gathered to the children's portfolios shared with parents.

## **The effectiveness of leadership and management of the early years provision**

The childminder has a good knowledge and understanding of child protection procedures and takes her responsibility for safeguarding children very seriously. She is clear about what to do if she has a concern about the welfare of a child in her care. The childminder ensures that rigorous vetting procedures are followed so that all family members living within the provision have completed necessary suitability checks. She has up-to-date information, including referral numbers, and has a clear safeguarding policy which is shared with parents. This includes a procedure followed if an allegation is made against any household member. The childminder has sound safety awareness and conducts regular risk assessments. She checks her environment inside and out on a daily basis and takes action to remove any items which may pose a risk to children. She keeps a written record of her detailed risk assessments. Children are protected on outings as the childminder conducts a risk assessment before each type of outing. She ensures that she has all the emergency contacts she needs when she goes out so that she can act appropriately in the event of an emergency. Children learn about safety as they are reminded how to play safely at home. Road safety and 'stranger danger' is also reinforced with children when on outings. She has a clear policy on outings which states that she will obtain written consent from parents for outings and she has done so.

The childminder has a strong commitment to providing a high quality service. There is a strong indication of plans for continuous drive for improvement of the service involving parents. She evaluates her practice and reflects on her practice to identify areas she wishes to improve, stemming from strengths and weaknesses. She listens to and acts on advice from parents and outside professionals that are provided to support child minders with their practices.

Resources are age and developmentally appropriate and deployed effectively. The childminder ensures that the toys and equipment she provides are of particular interest to individual children. She promotes inclusion well. For example, following on what she learnt from a recent training course, she uses sign language as a regular part of some specific communication with children and encourages them to express their feelings. Additionally, when caring for children with English as a second language, she obtains information on home language and learns key words so that children feel valued and included. This ensures that all groups of children make good progress.

The childminder has an effective partnership with parents to ensure that they are fully informed of their child's care and progress and is developing good links with other professionals to enable her to support individual children in her care. Useful information is posted in the entrance area for parents. Parents are kept in touch with how their children are developing and are encouraged to share their own knowledge of children's starting points and ongoing development. The childminder communicates with parents via daily discussions and monthly meetings to discuss their children's progress. Comprehensive policies and procedures on all aspects of care are available and shared with parents. Children's welfare is promoted through

these as they successfully support their overall care and safety within the setting.

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

Children make good progress in the setting. The childminder has begun to use observations of their play and different learning styles to provide them with opportunities to extend and develop their learning. Her good knowledge of their stage of development and their interests ensures that children are well motivated and busily occupied while they are in her care. The childminder obtains information about their starting points so that she can accommodate children's interests in the plan of activities. She has begun to conduct sensitive observations and assessments are made in different ways, through written observations, photographs and examples of children's work. These systems are in their infancy and not fully embedded. The information from these is yet to be used to plan for individual children's next steps and used to support the planning of future activities.

Children communicate confidently with the childminder and are settled and secure in the setting. She chats to children and maintains eye contact to encourage early language skills. She helps children with their language skills by pointing to objects, repeating and emphasising descriptive words and engaging with children in their play, using laughter and fun as a communication tool. For example, their language skills are promoted as they sing songs such as 'head, shoulders, knees and toes', they join in with the actions as they bend and stretch their arms, developing their physical skills and spatial awareness. Whilst reading to children, she encourages children to turn the pages of the chosen book and uses good animation, in pitch, pace and tone to encourage meaningful listening. Children contribute to songs and rhymes by making sounds of the animals in the songs such as roaring lions to the sound the lion makes. Children love singing 'wheels on the bus' and make the appropriate actions, clapping their hands excitedly. Children are developing skills for the future as they develop independence, learn how to communicate and form positive relationships.

Children learn about cause and effect through programmable toys and learn how to problem-solve through craft activities. For example; when using puzzles and pushing the right buttons on interactive toys. Home corner equipment and toys give children access a selection of resources that raise their awareness of diversity. Children explore their toys and resources with rapt concentration finding new ways to play. They are able to use their imaginations as they play with small world play. The childminder provides opportunities for mark-making and craft activities. Children learn about the world around them through cookery and activities related to different festivals such as, Black history month, Chinese New Year, Halloween, Eid and Christmas. This provides opportunities to learn about other cultures and backgrounds. The programme reflects the backgrounds of the children attending. Children go on regular trips and outings and learn about features of the environment when they are out. They are involved in community activities which enable them to socialise with other groups, and taking trips to Beethoven Centre

Zoo, Kew Gardens the library or the local shops. For example, during a recent trip to Dean Farm, children had lots of opportunities to feed sheep, chickens, and stroke rabbits.

The childminder promotes children's health and well-being as she takes the necessary steps to prevent the spread of infection, and takes appropriate action when children are ill. She has adequate information on each child's medical history and a clear policy on the rapid action she will take in the event of an emergency. She has written consent from parents to seek medical treatment or advice in an emergency. Children can move about the setting freely and develop physical skills and good co-ordination. Children are offered choice of healthy snacks in accordance with parents' wishes. Parents provide food for their children. Routine activities such as meal and snack times are used to talk to children about the food we eat and what makes us healthy so they develop an understanding of how to live a healthy lifestyle. Children are encouraged to feed themselves and help is offered to younger ones. The childminder has good hygiene procedures and children know why they have to wash their hands before they eat and after using the toilet. Children have individual towels to ensure less risk of cross infection.

Children feel very safe in the childminder's care as they have built up warm and trusting relationships with her and they are closely supervised. They are beginning to learn how to keep themselves safe through her sensitive explanations on acceptable behaviour, learning to be polite and well-mannered. Children behave well as they are busily occupied and interested in the activities provided. Children also take part in the fire drill of the premises regularly so they know what to do in the event of a fire. The childminder keeps a record of fire evacuation in sufficient detail of any problems encountered and how they were resolved.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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