

Inspection report for early years provision

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Inspection date	17/03/2011
Inspector	Maria Conroy
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 registered in 1997. She lives with her husband, two adult children in Willesden, in the London borough of Brent. The childminder is registered on the Early Years Register, as well as the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of four children under eight years at any one time and is currently minding four children in the early years age range

The childminder uses the ground floor and the bathroom on the first floor for childminding purposes. There is a fully enclosed garden available for outdoor play. The family have a dog.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled and the childminder is aware of their individual requirements. There is an effective partnership with parents and as a result children's needs are successfully met. However, partnerships with others have not been fully developed. Most of the required documentation is in place. The childminder has begun to develop the process of self-evaluation, and has identified some areas for further development. However, these are not yet specifically targeted to effect consistent continuous improvement. She has met the recommendations from the previous inspection the childminder and addressed the area identified for improvement.

What steps need to be taken to improve provision further?

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

- maintain a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) 23/03/2011

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

- develop the system for self evaluation identifying more specific areas for future development
- develop the systems to work in partnership with other early years providers to provide a coherent and consistent approach to children's learning and development.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of how to safeguard children and is fully aware of the steps to be taken to protect children and keep them safe. A written safeguarding procedure is in place, and the contact details of the relevant authorities who need to be contacted in the event of a referral having to be made. The childminder has undertaken risk assessments on the areas used by the children, and for the outings they take part in, ensuring they are safe and suitable. However the record does not contain all of the necessary details, and this is a breach of requirements.

The childminder has begun to develop systems to evaluate her practice and she has a satisfactory overview of the areas for development. She is motivated to continually improve and has identified training courses to help update her knowledge and skills. The childminder actively seeks the views of parents both verbally on a daily basis, and through the use of questionnaires. However, as yet future plans for secure improvement are limited.

The childminder has developed a positive relationship with the children in her care and provides a homely environment. As a result children are secure and explore and investigate their surroundings with confidence. There is a large selection of resources, which are well used and stored at low level to enable children to make choices in their play. The childminder makes good use of the daily routine and outings to promote children's learning. She asks a range of open-ended questions and plans activities to encourage children to solve problems and find out more about the areas that interest them.

The childminder works closely with parents to obtain information to enabling her to meet children's individual needs. She is very much aware of children's individual dietary and cultural needs and ensures that these are met. Children are learning to respect each other, and those from other cultural backgrounds. They have access to a range of toys and equipment which promote positive images of the diverse community in which they live and they take part in activities to acknowledge the different festivals throughout the year.

The childminder has a highly positive relationship with parents, ensuring each child's needs are met. The childminder seeks parent's views, both verbally and through questionnaire. She remains in touch with the families of children who have moved on from her setting, remaining a part of their lives. Parents are kept well informed through a lovely scrap book with beautiful photos of the children taking part in the range of activities. This supports the observations undertaken. The effective liaison with parents and carers contributes effectively to children's well-being and development.

The childminder is aware of her responsibility to work with other professionals and early years providers to support the children in her care who may attend another setting. However systems to share and exchange information are not fully effective

to ensure a consistent approach to children's learning.

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

The childminder has a good understanding of the six areas of learning, which helps to promote children's learning. She has a system in place to observe the children, identifying their next steps for learning combined with their interests. The childminder provides a range of interesting opportunities for children to develop their learning in the local community and outdoor environments, through visits to Golders Hill Park, for example. The childminder is skilful at incorporating learning opportunities into the everyday routine and through the play activities provided. For example, children learn how bees collect pollen during a visit to the park and they enjoy seeing the planes during a visit to the Royal Air Force museum.

Children are learning early mathematical concepts through well-planned. They recognise shapes and count the number of spades needed to fill the bucket while playing in the sandpit. Their language development is promoted as the childminder uses the correct terminology, such as asking the children to find the 'pupil' for the eye as they make a face. Younger children are asked to find simple objects in the puzzle and the childminder repeats the word, modeling correct pronunciation.

Children are secure and have developed a sense of belonging to the childminder, who provides a safe and homely environment. When they are on outings children have contact details of the childminder, they keep in their pocket if they get lost. When out in the car, appropriate child seats are provided. Children participate in regular fire drills to ensure they are familiar with how to evacuate quickly and safely in the event of a fire.

Children's dietary needs are well known by the childminder and they are adhered to consistently. Children are learning to have a good understanding of what constitutes a healthy lifestyle. For example, they enjoy regular opportunities to engage in physical activities such as when they go to the park. They adopt good personal hygiene routines and wash their hands after visiting the animals and before they eat their food. Children engage in a range of activities to promote their understanding of healthy diets. For example they make a plate of food out of play dough and talk about the healthy foods they like.

Children are confident, showing good levels of self-esteem and building strong relationships within the setting, with both the childminder and their peers. Children enjoy regular opportunities to meet and play with other children of a similar age in the home and through attending toddler groups. Very young children proudly point out their creative work displayed on the wall of the dining room. This successfully promotes their self-esteem. Photographs of them taking part in the range of activities are shared with their parents, enabling them to be part of discussions about what their children have been doing. Children are well behaved due to the childminder's positive attitude to behaviour management.

Children's communication, literacy and skills relating to information and communication technology are actively promoted. They are learning to explore battery operated toys; and answer open-ended questions posed by the childminder, which make them think for themselves. Children have regular opportunities to socialise with other children, enabling them to understand the need to cooperate and share with their friends.

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	3

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	3
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	3
The effectiveness of partnerships	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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