

Inspection report for early years provision

Unique reference number	EY269356
Inspection date	22/03/2011
Inspector	Martha Darkwah
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).

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 registered in 2004. She lives with her 22-year-old daughter, in the Harrow Road area of the City of Westminster.

The whole ground floor of the childminder's house is used for childminding and there is an enclosed garden for outside play. The ground floor includes a kitchen, downstairs toilet with hand wash facilities and living room. The childminder is registered on the Early Years Register and both parts of the Childcare Register to care for a maximum of four children under eight years at any one time; of these, three may be in the early years age group. The childminder currently has six children on roll; of these, four are in the early years age range and attend on a full or part-time basis each week. The family has two pet dogs.

The childminder regularly takes children to various parks, toddler groups and other places of interest.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder warmly welcomes children into her home and family. Children are safe and secure. They enjoy their play and learning experiences that are well planned and cover all aspects of the six areas of learning. Overall, children are making good progress given their age and starting points. The childminder works closely with parents and other professionals to ensure that she meets the individual needs of each child. The childminder is good in the evaluation of her work with children and is enthusiastic to secure ongoing improvement through further training. She analyses her work with the children and strives to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- review the position of the fire blanket to ensure it is ready for use in emergency

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of safeguarding issues and reporting procedures; she updates her knowledge through attending training. She has relevant contact details to hand should she have concerns about a child in her care. The childminder is aware of the signs or symptoms that can indicate ill

treatment and she is ready to take prompt action if required. The childminder shares information with parents so that they are aware of her responsibilities.

The childminder attentively evaluates safety issues in the home and when she takes children on outings. She records risk assessments and takes action to maintain a safe home environment; for example, checking smoke alarms, placing socket covers in areas children play and strategic placement of safety gates. She conducts and records regular fire drills with the children. However, the position of the fire blanket does not make it readily accessible for use in an emergency. The childminder straps children safely in high chairs and buggies and supervises them at all times when they visit pre-school and other centres. She ensures that her toys and resources are attractive, clean and in good order. Her home is clean and well arranged so that children have sufficient space to play and rest in comfort.

The childminder keeps a detailed journal for each child, which are full of photographs and relevant notes documenting children's individual learning journeys; these are shared with parents on a regular basis. The childminder welcomes children of all abilities. She discusses and records children's individual needs with parents and follows their instructions about daily routines, giving care and attention to detail. She has well established links with specialist agencies for advice and guidance, when needed.

The childminder is eager to secure ongoing improvement in her work with children. She has a particular interest and extensive knowledge of communication language development and literacy. She tirelessly explores the impact of development of language, words, rhythm, verbal and non-verbal expressions to improve outcomes for all children. Good use of props to dramatise story time for children, generates greater enjoyment. She attends courses, such as 'Every Child a Talker' and successfully incorporates the principles to support her in her work. She identifies and attends valuable local training courses, to help her maintain high standards and keep her up to date with developments in childcare.

Parents say they are delighted with the quality of communication they have with the childminder and feel fortunate to have found her. They share the childminder's file of information about her childminding service and service links with other professionals in the local community. The childminder maintains all of the required records and documents correctly and she keeps them ready for inspection at any time.

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

The childminder has established a warm and consistent relationship with the children. She carefully considers their emotional well being and helps them to develop self-esteem and confidence, through positive praise and encouragement. At the same time she teaches them to be kind and thoughtful towards others. The children flourish in the homely and welcoming environment provided by the childminder. Children are treated with respect, enabling them to develop a sense

of security and belonging. They are enthusiastic and show a strong desire to learn.

The childminder takes every opportunity to extend children's vocabulary and understanding. She focuses on children's interests and involves them in meaningful discussion; for example, she shares books with the children using props and engages them in imaginative play. She actively promotes the development of children's speech and language by talking to them while they play. Children respond and vocalize their thoughts and express themselves well making contributions to their enjoyment when they are playing. They have free access to a range of puzzles, sorting shapes and books. The childminder plans with care to encourage children's physical development. Children are eager to move about and explore their surroundings, both indoors and out.

The childminder notes children's progress towards developmental milestones in all areas of learning and their next steps. The childminder records children's ongoing development and shares her observations with parents. She provides encouragement and learning opportunities for children to help develop their skills for the future in relation to early communication, numeracy and information and communication technology. She ensures that her toys and books reflect a range of diverse people. She takes children out every day to extend their knowledge and understanding of the local community and wider world. This helps children to meet and play with children and adults from diverse backgrounds and cultures, giving them the opportunity to experience cultures and customs different to their own. She actively promotes respect for diversity and ensures that children's cultural background is recognised and celebrated.

Children enjoy a range of creative activities with the childminder at her home and at pre-schools and children's centres. These activities include painting, sticking, model-making and exploring the properties of a range of media. They have opportunities to dress up, join in singing, listening to stories and exploring the shape and characteristics of mini beasts using magnifying glasses in the garden.

The childminder helps children to learn about healthy eating, through food provided by parents and discussing good food choices on shopping trips and while food is being served. She provides drinks of water to hydrate children. She encourages energetic play in the fresh air in all weathers. She excites children with her enthusiasm and involvement in lively games and action songs. Children's good health is safeguarded by the childminder, who has a clear infection control policy that is shared with parents. She keeps her first aid training up to date and ensures her home is clean. Children learn about good personal hygiene through guidance and from the childminder's good example.

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