

## Inspection report for early years provision

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<b>Unique reference number</b>	105767
<b>Inspection date</b>	25/03/2011
<b>Inspector</b>	Arda Halls
<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).

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the childminding**

The childminder was registered in 1989 with the local authority and with Ofsted in 2002. She lives with her husband and two grown up children in North Kensington in the Royal Borough of Kensington and Chelsea. The whole of the first floor of the maisonette is used for childminding which is accessible by one flight of stairs. There is no garden, but children are regularly taken to the local parks. The childminder is registered on the Early Years Register and the compulsory and voluntary Childcare Register to care for a maximum of five children at any one time and is currently minding one child under five on a full-time basis.

The childminder walks to local schools to take and collect children. The childminder attends the local drop-in groups and the public library. The family has no pets. The childminder supports children who speak English as an additional language.

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

Overall the quality of the provision is good.

The childminder meets the needs of all children who attend however there is no system to evaluate children's progress. She supports them consistently so that no group or individual is disadvantaged. She helps children to make effective progress in their learning and development, and promotes their welfare well. However, risk assessment does not cover everything with which a child may come into contact and fire evacuation is not practised regularly. She works effectively in partnerships with others to ensure good quality early education and care while planning for improvements through an effective self-evaluation of the strengths and weaknesses of her provision.

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

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

- devise a system for the assessing and evaluating of children's progress in order to inform the next stage of their learning
- review risk assessments regularly, once a year or more frequently where the need arises to cover anything with which a child may come into contact
- carry out regular evacuation drills and record details in a fire log book of any problems encountered and how they were resolved.

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

The provider is well organised in a clean and inviting setting. The provider demonstrates a good understanding of how to keep children safe and knows what

to do if she has a concern about children. Policies and procedures are unique to her setting including what to do in the event of an allegation of abuse being made. The complaints procedure clearly informs parents how they may contact the regulator if they should wish to make a complaint. Risk assessments are in place but do not include everything with which a child may come into contact. One fire evacuation drill has been practised but drills are not practised regularly and the details of the drill are not recorded in a fire log book of any problems encountered and how they were resolved.

The setting has a wide range of resources. Children are engaged in their play for extensive periods of time as they are able to play and explore their favourite toys including resources that help children learn about diversity. Children's independence is promoted as they can make free choices about what they like to do.

Partnerships are well established and contribute to children's achievement and well-being. Communication takes place frequently with other providers and partners supporting children effectively. This means information may be shared when necessary to promote children's achievement and well-being.

Children's individual care needs are accurately identified as children start at the setting. This means their daily routines are designed to take children's needs into account. For example, the childminder knows the words children use when they are hungry or needing a drink, she knows when children need a sleep or wish to go out. For example, children play with the keys when they feel it is time to go out.

The provider has a strong relationship with parents and carers which ensures each child's needs are met. Parents are frequently asked for their views which are used to inform important decisions about the provision. Parents are kept well informed about their children's achievement, well-being and development.

The provider reflects successfully on her practice and has developed a self-evaluation document that portrays her commitment to enhance and develop her childcare practice. For example, the provider plans her menus well but consider what fruits and vegetables she will provide next to meet the children's tastes. She develops systems to introduce new foods to children but recognises that it can take some time before children accept and enjoy new foods. The provider explains how she will develop links with other providers such as schools or nurseries to ensure continuity of care for the children. She works effectively within the Early Years Foundation Stage to provide good quality care for all children.

The childminder takes concise steps involving parents to evaluate her provision for children's learning, development and welfare. She has an accurate understanding of her strengths and weaknesses. For example, she knows the benefits of understanding the French language and at the same time recognises that parents want their children to be fluent in English. Her plans for the future are well-targeted to bring about sustainable improvements such as learning songs and stories from the French culture.

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

Children are actively engaged in their play and exploration, smiling and interacting with enthusiasm. They are encouraged to be active and inquisitive and as a result are independent learners. There is a good balance of adult-led and child-initiated activities which means children are fully occupied and enjoying their learning journey. However, a system is not in place to assess and evaluate children's progress to inform the next stages of development.

Children like to play sorting out stickers and organising the table of toys. They enjoy physical play such as climbing in the gym which helps them develop physically. While indoors they like dancing and singing action songs. The childminder has a good understanding of how children learn and she records many of the activities using a camera. Children are enthusiastic as they look through their records. Children are taken out daily to the drop-in centres where they can experience a variety of play materials such as sand, water, paint and play dough.

Children are free to access their favourite story books which the childminder reads again and again. She recognises the importance of following the children's interests. She explains how she also uses the public library to extend children's learning and to help them learn about the diverse community in which they live.

Children are developing good basic skills for their futures. They learn about numbers through stories and they are beginning to recognise shapes as they have started assembling puzzles. Children's language is successfully promoted as the childminder talks consistently with the children. They are learning to communicate in English and they have fun discovering how to translate new words everyday as they play. The childminder beams with pride as she recalls an extensive list of skills that children are learning.

Children's personal development, care and understanding of a healthy lifestyle is easily visible. Children know to wash their hands before lunch is served and after nappy changing. The childminder has an effective nappy changing routine in which she uses disposable gloves, wipes down the changing mat after each change and disposes of wrapped nappies in the bin. She washes her hands thoroughly as soon as she completes the change. The childminder explains how she introduces potty training according to the parent's wishes and when the children are ready. All areas of the home are orderly and good hygiene is practised at all times. Risk assessments covering risks both indoors and on outings have been prepared and the childminder recognises the benefits of updating them at regular intervals.

Children's safety is maintained successfully as the childminder strives to raise children's awareness of how to keep themselves safe. They are reminded not to run inside, they are beginning to learn about road safety and how to hold hands when crossing the road. They have started to practice fire evacuations and are taken to a safe meeting place as part of the evacuation.

Positive behaviour is consistently promoted and recognised. Children are learning to be kind others when they visit the drop-in centres. They demonstrate a good sense of belonging and self-esteem while they are in the childminder's care which is reinforced throughout the day.

## 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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