

Inspection report for early years provision

Unique reference number	160308
Inspection date	07/06/2011
Inspector	Seema Parmar
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 registered in 2001. She lives with her husband and their three children aged 12, eight and three years, in Mornington Crescent, in the London Borough of Camden. Childminding mainly takes place downstairs with access to the first floor for the toilet/bathroom and rest facilities. There is a patio garden leading to a communal area for outdoor play.

The childminder is registered to care for a maximum of five children under eight years of age, of which only two may be in the early years age range. There are currently two children in the early years age range on roll. The childminder is registered on the Early Years Register, compulsory and voluntary parts of the Childcare Register.

The childminder walks to local schools to take and collect children. She attends the children's centre, toddler groups, library, and local parks.

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 very happy and secure in the childminder's care, as she recognises their individual needs and provides very well for them. Children are enjoying and achieving, in a stimulating and learning environment, which includes an exciting range of play experiences. The childminder keeps parents well informed about daily routines and activities. Generally, records are in place to support safe and efficient practices. However, some records lack the necessary detail. The childminder is evaluating her service and demonstrates a positive and proactive commitment to attend continuous training, in order to benefit the care and learning for the children.

What steps need to be taken to improve provision further?

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

- obtain prior written parental permission for seeking emergency medical advice or treatment in the future (Safeguarding and welfare). 05/07/2011

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

- improve the record of risk assessment to identify and include all potential

hazards and action taken to minimise the risks.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are well established and managed. Effective procedures are in place for identifying any child at risk and the childminder is aware of the appropriate agencies to contact, should any issues arise. All adults living on the premises, as well as assistants employed, have been suitably checked, in order to fully safeguard children. Written risk assessments are in place for indoors, outdoors and for outings identifying most potential hazards and action taken to minimise risks, to promote children's safety.

The childminder's home is conducive to supporting children's learning. A wide range of suitable play materials is available for them to access independently. Other items are stored in a cupboard elsewhere and the children know that they can request an item to be brought out for them to enjoy. The garden is also well equipped with a variety of play apparatus. There is ample space for children to fully explore their chosen play materials in comfort and safety, indoors and outdoors.

The childminder has shown good capacity to make continuous improvement, as she has addressed recommendations raised at her last inspection. For example, the childminder has completed a self-evaluation form, identifying her strengths and areas to improve. She has a good understanding of what she needs to do, in order to further improve her knowledge, understanding, and practice, in meeting children's individual care and learning needs well. In addition, the childminder is pro-active in developing her knowledge and skills by attending many training courses, to enrich outcomes for children.

Children's needs are well met, as most of the documentation and records required, for the safe and efficient management of the setting, are in place. However, some records lack the required details to fully promote children's well-being. For example, the childminder does not obtain the required written consent from parents, to seek emergency medical assistance. This could mean delay in obtaining treatment and consequently compromise the children's well-being. This is a specific legal requirement.

The childminder promotes an inclusive practice. For example, children are provided with opportunities to learn about diversity, as the childminder provides a range of resources, which reflect positive images of the wider world and through participating in various cultural festivals. This creates an inclusive environment that encourages children to feel a sense of belonging and promotes their self-esteem. The childminder actively seeks opportunities, by developing and forming links with other providers. For example, the childminder talks to school staff to ensure continuity of care and learning, for the children.

Partnership with parents and carers is good. Children's emotional well-being is nurtured, as the childminder gathers detailed information about their development,

when they first start, as well as any specific requirements to support their welfare and routines. Children benefit from very close communication systems between parents and the childminder. Feedback received in the form of thank you cards and letters given to the childminder from parents indicate that they are happy with the childminding service and hold her in high regard.

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

Children very much enjoy attending this caring childminder. They are supported by the childminder to be inquisitive and curious, to try new experiences, and to explore their surroundings. The childminder regularly observes and monitors the children, to ensure that they are engaging in exciting, stimulating, and challenging activities throughout the day. This ensures that every child receives good support and individual time from the childminder, in order to develop their confidence in communicating with adults and each other.

The childminder ensures that children participate in a wide range of exciting and challenging activities that engages all the senses, to help them make good progress, in all areas of their learning and development. For example, children are developing their communication, language, and literacy skills, as the childminder extends children's interest in playing, through constantly talking and questioning everything that they do. This promotes their thinking, listening, and language skills. Children have great fun playing and show delight, as they push various buttons, on a selection of programmable toys, which supports their learning as they find out why things happen and how things work. Children's personal, social, and emotional development is very well promoted as they develop their self-help skills in dressing and feeding themselves. In addition, they learn to share, take turns and are actively taught good manners and to be polite, as they say please and thank you.

Children are learning to keep safe, as the childminder gives gently reminders and supervises them vigilantly, as they play. Children are encouraged to pro-actively learn about good hygiene practices through daily routines. They learn about the importance of hand washing after using the toilet, playing outside or before eating. Children tuck into healthy and nutritious snacks, which consist of an assortment of pears, strawberries, apples, blueberries and grapes. Meal times are relaxed and a social occasion, where children sit and chat, thereby promoting their social skills. Children's health and well-being is further promoted, as they have daily fresh air and exercise, as they play in the garden, go walking to school, and visit local parks using the play apparatus.

The childminder has a loving and caring relationship with children, who in turn, form strong attachments to her. She clearly applies consistent boundaries, so that children develop knowledge of what is expected and display positive behaviour. Children are well behaved and are encouraged in taking turns. Children's confidence and self-esteem is promoted as the childminder constantly praises the children when they do something well. Experiences provided together-with the

resources available and interaction from the childminder, help to ensure children develop good skills for the future.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----