

Inspection report for early years provision

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Inspection date	06/06/2011
Inspector	Caren Carpenter
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.

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 1985. She lives with her husband and her adult daughter in a three bedroom house within the London borough of Brent. A separate play room on the ground floor of the premises and a bedroom are available for childminding. There is a fully enclosed outdoor play area.

The childminder is registered for a maximum of six children under eight years at any one time and is currently minding three children in the early years age group. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder walks to local schools to take and collect children. The childminder takes children to the local children's centres, toddler groups, library and local parks

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress in their learning and development because the childminder provides a wide range of activities that captures their interest. Generally records, policies and procedures are well organised. Effective relationships with parents ensure that the childminder is fully aware of children's individual needs which she meets very well. The childminder is able to evaluate the strengths and areas for improvements in her provision and constantly strives to improve the support and experiences she offers to children in her care.

What steps need to be taken to improve provision further?

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

- ensure that all parents provide written permission for seeking emergency medical treatment((Safeguarding and promoting children's welfare) 08/07/2011

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

- develop further the use of observations which help identify the next steps for children's learning and inform planning.

The effectiveness of leadership and management of the early years provision

The childminder understands clearly the action to be taken to safeguard children from harm; she has completed safeguarding training and has a good awareness of possible signs and symptoms. She has all the information in place to report any concerns and is familiar with the Local Safeguarding Children Board procedures.

Effective safety procedures implemented by the childminder ensure that children remain safe at all times. For example, the childminder carries out regular risk assessments in all areas of her home to promote children's safety and records her findings.

The childminder ensures the continuous improvement of her provision by assessing and recording what is being done well and what needs to improve. She shows a strong commitment to developing and improving her practice. For example, she is committed to attending training courses to enhance the care and learning experiences she provides to the children. Good improvements have been made since the previous inspection with the childminder fully addressing the recommendation that was raised.

An outstanding range of resources that captures the children's interest are exceptionally well deployed to enable children to make good progress in their learning and development. For example, children choose from an exciting and stimulating quality range of play resources that are stored in boxes attractively labelled with pictures of the toys successfully supporting their independence skills. Children benefit from regular trips out to the local library, children's centre's and play group, this provides further learning experiences and opportunities to extend their social skills. Records, policies and procedures, which contribute to children's health and safety are in place. However, the childminder has not obtained written permission from parents to seek emergency medical treatment for their children and as a result children's welfare is not fully promoted.

The childminder offers an inclusive service and welcomes all children into her care. The childminder is able to explain sufficiently well how links will be formed with others as required to support children's learning and development. For example, children with special educational needs and or disability, she would adapt the environment and activities to meet the specific needs of the children and where necessary she would seek assistance from other professional agencies. Children are developing a sensitive awareness of diversity and an understanding of the needs of others. This is achieved through a range of activities and resources which, increases their understanding and knowledge of the wider world.

The childminder works successfully with parents and has effective systems in place to obtain and share information with them. The childminder uses a daily contact book effectively to keep parents well informed about their children's daily routine and their developmental progress to ensure their individual needs are met. In addition, each child has their individual profile with some photographic evidence of their time spent with the childminder, which she shares with parents. The

childminder values parents' comments and seeks their views through a parents' satisfactory survey on what she is doing well and areas for improvement. Written comments from parents say, communication is great, their children are well settled, they are happy with the care the childminder provides and she is great with the children. The childminder is fully aware of the need to communicate regularly with other professionals and providers delivering Early Years Foundation Stage, to ensure progression and continuity of learning and care.

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

Children are engaged, happy, secure and interested in their play. The childminder has a good knowledge of children's individual needs and the Early Years Foundation Stage and this means children have fun and are motivated to learn and make good progress. Children make independent choices and self-select toys and activities they are interested in. This is because the childminder has a good understanding of the learning development needs of the children in her care and provides an interesting range of activities. The childminder provides a wide range of balanced and varied activities which is challenging and exciting that cover all areas of learning. They are planned and available to children to fully promote their all-round learning and enjoyment. Children's ability and involvement in different activities is observed and recorded using photographs of them participating in exciting and stimulating range of play and learning experiences. The childminder is keen to develop further the use of observations to help identify the next steps for children's learning to enhance their progress towards the early learning goals. Children are developing their early mark making skills and have good access to writing materials such as chalk, easel, paper, crayons and pencils to draw their pictures. Children have access to a quality range of books which they clearly enjoy both independently and with the childminder. This is complimented with trips to the local library for story and singing sessions. Children are developing their problem solving skill, for example they complete simple jig saw puzzles and are learning to count and recognise numbers, shapes and colours during many practical activities.

Children enjoy painting, sticking and gluing activities using, a variety of arts and crafts materials. Children use programmable toys to explore and investigate how things work. These good play experiences enable children to develop skills necessary to their future success. Children enjoy trips to the farm, science museum, local shops and adventure play areas. This contributes effectively to children's learning and play experiences. Children benefit from having the use of the garden where they participate in an exciting range of interesting and stimulating activities. For example, children have good opportunities to learn about how plants grow and take great pleasure in planting and watering their plants.

Children gain an awareness of their own health and hygiene through daily routines, such as washing their hands after outdoor play and before eating. Children enjoy eating meals and snacks that are prepared by parents. Children recognises when they are thirsty and are offered fresh drinking water throughout the day. In

addition, they have good opportunities to enjoy fresh air and exercise for example; they play in the garden and visit the local park developing their physical skills. All relevant documentation with regard to health, including specific dietary needs and consent forms are in place and up to date. These positively safeguard children's well-being.

The childminder is proactive in teaching children about a range of safety aspects, such as keeping themselves safe when crossing the roads and about stranger danger. Regular fire drill practices further contribute to children developing an awareness of how to keep themselves safe. Children's growing confidence is supported because the childminder provides a caring and calm and environment. In addition the childminder makes good use of praise and encouragement to develop children's confidence and self-esteem.

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	1
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory Childcare Register section of the report(Safeguarding and promoting children's welfare) 08/07/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory Childcare Register section of the report(Safeguarding and promoting children's welfare) 08/07/2011