

Inspection report for early years provision

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Inspection date	07/06/2011
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.

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Description of the childminding

The childminder was registered in 1992. She lives with her husband and two adult children in the Wembley area within the London borough of Brent. The living room, dining room, a separate play room and one bedroom are used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children under eight years at any one time and is currently minding two children in the early years age group. The childminder is registered on the Early Years Register and 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 happy and are cared for in a warm and welcoming home. Inclusive practice is promoted because all children have their welfare needs met and achieve as well as they can, regardless of their background and capabilities. Close partnerships with parents contributes successfully to the children's overall well-being. The childminder evaluates her practice well and is able to identify suitable areas for further development to support continuous improvement. For example, by developing further the use of observations which help identify the next steps for children's learning and inform planning.

What steps need to be taken to improve provision further?

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 has a good understanding of child protection issues and understand the importance of reporting child protection concerns. In addition, she has attended a safeguarding course to increase her knowledge in this area. The childminder has a good understanding of how to keep children safe and there are effective risk assessments in place, which ensure the children are safe.

The childminder is able to successfully recognise her own strengths and weaknesses and shows a strong commitment to developing and improving her practice. She is enthusiastic and committed to improving her knowledge about childcare through access to relevant training. The childminder continues to act upon training opportunities, for example, she has attended observation, planning and every child a communicator. This knowledge and expertise enhances children's experiences and overall development. The childminder has addressed the previous recommendations from her last inspection improving outcomes for children. Records, policies and procedures, which contribute to children's health and safety are in place and implemented effectively.

The childminder organises her home and resources exceptionally well to promote children's independence skills successfully. For example, an extensive range of resources are effectively deployed to support children's individuality and decision making. As a result children enjoy a wealth of exciting and stimulating activities that encourage them to explore and become independent learners. Flexible daily routines are planned to provide a well-balanced day for the children to have a wide range of experiences, both in the home and the local community. For example, they enjoy regular trips to the local library, local parks, and toddler groups and the children's centres. This provides further learning experiences and opportunities to extend their social skills.

The childminder ensures that all children are included, feel valued and are able to participate in all the activities to their full potential. Children are provided with opportunities to learn about diversity as the childminder provides resources, such as dolls and books, which reflect positive images of people from different cultures. In addition, children visit temples and churches during festival celebrations to further promote their understanding of the wider world.

Good working relationships between the childminder and parents ensure children's individual needs are identified and met well. She talks to parents before children attend her setting in order to find out about their children's individual needs and any relevant information relating to their children. The childminder uses a daily contact book effectively to keep parents well informed about their children's daily routine and the activities they have been involved in. The childminder completes individual portfolios on each child and shares this information with the parents. Written comments from parents say she is friendly, approachable, and extremely enthusiastic about her job; their children are happy and developing well. The childminder has a positive attitude to developing and forming links with other providers to ensure continuity of care and learning for the children.

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

Children are provided with good opportunities to help them make progress towards all areas of learning and development. They participate with enjoyment, are confident with daily routines and show a strong sense of belonging. Children are encouraged to be curious, explore and investigate the interesting range of

activities that are available to them. They are very much at home in the childminding environment and shows good levels of confidence as they move around freely selecting activities of their choosing.

Children's ability and involvement in different activities is observed and recorded of them participating in a range of play and learning experiences. The childminder is using information gained from observations to move children on to the next stage in their learning. 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.

The childminder builds on children's experiences through actively being involved in their play and learning. For example, she sits on the floor and engages very well, talking, praising, smiling and laughing with the children. Consequently children enjoy her company; they are happy, secure and confident in the childminder's care. Babies play with a quality range of toys that promotes the development of their senses. For example, they investigate the sounds and textures of various objects in a treasure basket.

Children eagerly engage in a wide range of activities that are stimulating, fun and motivate them to learn. For example, they enjoy, completing simple jig saw puzzles, exploring interactive toys as they push and turn various buttons and are fascinated by the different sounds they make. Children are developing their early writing skills using a range of writing materials, such as pencils, crayons and paper. Children show an interest in the way musical instruments sounds and enjoy creating sounds by banging a selection of musical instruments as well as listening, singing and dancing to music. The childminder plans good opportunities for children to visit various places of interest and to participate in a wide range of interesting activities. For example, they thoroughly enjoy their time at the farm, learning about different types of animals such as rabbits, guinea pigs and sheep. This contributes effectively to children's learning experiences.

The childminder creates a safe environment and children are learning to keep themselves safe. For example, they learn about fire safety by practising regular emergency evacuation to enable them to become familiar with it, to assist with their quick and safe evacuation from the home, should the need arise. The childminder actively promotes a healthy environment because she is a good role model. She teaches children well how to stop germs from spreading because they regularly wash their hands after using the toilet and before eating.

Children enjoy eating nutritious meals and snacks that are prepared by parents. The childminder ensures all children have drinking water readily available for them at all times. Parents are closely consulted about any dietary needs their children may have and information is recorded. In addition, they have good opportunities to enjoy fresh air and exercise for example; they play in the garden, visit the local parks promoting a healthy life style.

Relationships are good. Children receive good support from the childminder so they feel safe and secure. They learn to behave acceptably and begin to understand right from wrong through the sensitive guidance they receive from the childminder and the clear boundaries she puts in place.

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:	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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