

Inspection report for early years provision

Unique reference number	EY281652
Inspection date	29/06/2011
Inspector	Caren Carpenter
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 was registered in 2004. She lives with her adult son in a two bedroom house in the Queen's Park area within the London Borough of Westminster. The living room, kitchen and a 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 four children under eight years at any one time, of which no more than three may be in the early years age group. She is currently minding five children in the early years age group on a part-time basis.

The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

The childminder takes children to the local parks, toddler groups and the local library. The childminder takes and collects children from local schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a safe and secure home where children are happy and relaxed. Children make outstanding progress towards the early learning goals because the childminder provides an excellent range of activities to meet their individual needs. Partnerships with parents are highly valued and ensure children's individual needs are successfully met. However, the childminder is keen to develop ways in which parents are supported and encouraged to share, contribute and to become fully involved in their children's continuous learning. The childminder is aware of her strengths and areas for improvement and uses this awareness to review her practice.

What steps need to be taken to improve provision further?

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

- develop ways in which parents are supported and encouraged to share, contribute and update information, to become fully involved in their child's continuous learning and assessment records
- establish further links with other settings delivering the Early Years Foundation Stage that children attend, to ensure progression and continuity of care and learning.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of safeguarding, which ensures that children are well protected. She understands clearly the action to be taken to safeguard children from harm and has a good awareness of possible signs and symptoms of abuse. Effective safety procedures implemented by the childminder ensure that children remain safe at all times. For example, to promote children's safety, the childminder carries out regular risk assessments in all areas of her home 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. For example, regular fire drill practices contribute to children developing an awareness of how to keep themselves safe.

The childminder organises her home and play resources well, enabling children to make excellent choices freely and safely. For example, children choose from an exciting and stimulating range of resources that are stored in boxes, supporting their independence skills. Flexible routines and excellent balance of indoor and outdoor activities mean that children can play in a spontaneous manner and can make decisions about their play. All essential records are in place, readily available, well organised and stored securely to protect confidentiality. Consequently, children are thoroughly protected.

The childminder is committed to ensuring that her service is inclusive for all families. For example, children are provided with good opportunities to learn about diversity and the needs of others, as the childminder provides a range of resources which reflect positive images of the wider world. This creates an inclusive environment that encourages children to feel a sense of belonging and promotes their self-esteem.

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. Clear written policies and procedures are available to parents in order to promote continuity of care. She keeps parents informed about their children's daily routine and their developmental progress to ensure their individual needs are met. However, the childminder is not yet involving parents in assessing their children's capabilities and starting points to plan for their learning and development. The childminder is keen to develop links with other professionals and providers delivering Early Years Foundation Stage, to ensure progression and continuity of children's care and learning.

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

All children flourish with the support, care and dedication demonstrated by the childminder. The childminder has attended numerous training courses relating to Early Years Foundation Stage and demonstrates a very good understanding and commitment to implementing it extremely well. Her comprehensive knowledge of individual children fosters a firm feeling of trust and security. The childminder knows all children extremely well and has effective systems in place to monitor children's progress. She uses her observations to assess what children can do and to identify their next steps in learning. She uses this information to successfully support their learning through providing appropriate and exciting activities and experiences for each individual child. Children are highly engrossed and eager to learn, because the environment is well organised and resources are very stimulating.

The childminder interacts enthusiastically with the children; she promotes their language and communication skills through asking them questions and engaging them in conversation. For example, children listen to stories with increasing attention as they excitedly choose their story books and show their delight, eagerly pointing out pictures they recognise. The childminder extends the children's communication skills exceptionally well by asking questions, sustaining children's high level of interest throughout the story session. In addition the childminder uses her recent knowledge, gained from attending the 'Every child a talker' course, tremendously well. By using an excellent range of resources and creating cosy dens during indoor and outdoor play she extends and supports children's language skills. Furthermore, the childminder uses a wonderful selection of colourful hand puppets to encourage and promote children's love of nursery rhymes and songs. Children have excellent opportunities to identify numbers, sort, match and compare during a wide range of practical activities, developing excellent skills for the future. Children absolutely enjoy participating in regular movement and dancing sessions. For example, they show their delight as they explore materials and the effects they create making swirling lines with different colours of ribbons by twirling around.

Children learn about healthy lifestyles because parents are closely consulted about any dietary needs their children may have and information is recorded. They enjoy eating nutritious meals that are prepared by parents along with a selection of fresh fruits, oats and rice cakes provided by the childminder. Children take part in an excellent range of activities that enhance their physical development, for example they have a wonderful time in the garden as they confidently use a range of outdoor play equipment, where they practise their physical skills.

Children are learning good personal hygiene through consistent, thorough routines and positive role modeling by the childminder. This enhances children's emerging understanding of how to help stop germs spreading and keep themselves well and healthy. 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 behaviour is managed effectively through consistent use of age appropriate strategies. Children's growing confidence is supported because the childminder provides a caring and calm and environment. She has clear and meaningful written guidelines for acceptable behaviour for children, which she shares with parents.

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	1
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	1

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