

## Inspection report for early years provision

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<b>Unique reference number</b>	105798
<b>Inspection date</b>	29/06/2011
<b>Inspector</b>	Maria Conroy
<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.

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## Description of the childminding

The childminder was registered in 1997. She lives with her son, aged 14, in North Kensington, London. The kitchen-diner, lounge, bedroom and toilet facilities are used for childminding.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom three may be in the early years age group. She is currently minding four children, of whom three are in the early years age range and one is of school age. 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 and attends the local parent/toddler group.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Overall children are happy, settled and secure in the company of the childminder. The process of self-evaluation is very much in its early stages and has yet to effectively identify the areas for improvement in relation to all of the childminders practices. As a result, there are some weaknesses in the records kept. The childminder has begun to undertake the process of observational assessment, although this is still in the early stages. The childminder has met the recommendation set at her previous inspection and demonstrates a satisfactory capacity to maintain continuous improvement.

## 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 permission for each and every medicine from parents before any medication is given (Safeguarding and promoting children's welfare).
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To further improve the early years provision the registered person should:

- analyse observations to help plan 'what next' for individual children using the practice guidance for support to plan and provide a range of challenging and exciting activities to support children's developmental progress
- keep a record of the fire drills carried out and include any problems encountered and how they were resolved in the fire log book
- obtain written consent to take children on outings

- develop the process of self-evaluation to identify areas for further improvement and seek the parents' views on all areas of the service provided.

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

The childminder has a secure understanding of how to help protect and safeguard the children in her care. She has a range of policies and procedures in place, which are signed by parents who confirm they have read them, however they are not always effectively implemented to protect children and keep them safe. In this respect, the childminder does not obtain prior written permission for each and every medicine from parents before any medication is given. This is a breach of a specific welfare requirement, which impacts on the children's welfare. Risk assessments are undertaken on the premises, both in the home and for the outings undertaken, although there is currently no written consent in place to take children on outings. The childminder has begun to undertake fire drills with the children, although she does not keep a record of this.

The childminder has made a start to the process of identifying areas for improvement; however, this is still in its very early stages. She verbally communicates with parents on a regular basis, although she has yet to devise a process of obtaining their views relating to specific areas of her childminding service. The childminder is keen to improve the quality of the service she provides. She attends the local childminders drop in, which enables her to receive support and has attended some training courses including those relating to the Early Years Foundation Stage.

Resources are varied and regularly changed around to ensure that children have the opportunity to have a variety of play materials available. They are stored at low level so they can see clearly what is available and independently make choices about what they would like to play with. The childminder sits with the children and they support them in their play, encouraging them to participate in using the equipment. The accommodation clean and tidy and makes the best use of space.

The childminder promotes equality and diversity soundly. She knows the children well, she finds out from the parents specific information relevant to individual children, enabling her to effectively communicate with them and meet their needs. Children have regular opportunities to access to a variety of activities both in the home and through the use of local outings, such as the local toddler group and parks. Children have begun to take part in art and craft activities enabling them to have an awareness of different celebrations throughout the year.

The childminder works in partnership with parents, ensuring each child's needs are met. The childminder communicates with parents at both the start and end of the day ensuring she is fully up to date with any relevant information to enable her to meet their daily needs. Parents are kept up to date with children's developmental progress, by means of a record of the children's achievements. This includes photographs, some observations and reviews which identify the next steps for

development. There is an area within the home, which has some information displayed for parents including the parent's poster giving them details of the regulator. Parents comment they are extremely happy with the care provided, and the great progress their child has made. The childminder has an awareness of working in partnership with other professionals and has a system in place to exchange information to ensure the needs of children are being continually met.

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

The childminder has a suitable knowledge of the learning and development and welfare requirements and the Early Years Foundation Stage framework. She has begun to undertake the process of observation; however this is still in its very early stages. She has yet to clearly analyse the information obtained to identify children's next steps in their development, to support her in planning for children's individual needs. The children take part in a suitable range of activities, both in the home and through local outings to promote the six areas of learning.

Children enjoy exploring modelling dough and use cutters to make familiar animals and they have access to a wide range of books. They enjoy digging, taking part in water play and use their imagination when they play in the home corner at the local drop-in group. They take part in outings, where they use different pieces of equipment, they enjoy the swing, using the seesaw and visiting the splash pool.

Children's are making progress in communicating, literacy and skills relating to information and communication technology. They have use of battery operated toys, such as the keyboard and enjoy listening to stories and singing songs. They complete puzzles and use mark making equipment such as paintbrushes and pencils. All of which promote the skills they require when they move on to school.

Children have developed a sense of security and belonging, with the childminder who provides a warm and welcoming environment. They are learning to understand boundaries that are in place to keep them safe, for example walking beside the buggy when they are out. Children are learning to have a healthy lifestyle, they are provided with regularly opportunities to play outside and in the park and have fresh fruit and water available to them during the day. Children are encouraged to wash their hands before they eat and the childminder follows effective procedures to prevent cross infection when undertaking nappy changing.

Children are building positive relationships within the setting, with both the childminder and their friends. They are learning how to share and take turns through the attendance at local groups, with other children. They enjoy looking through their portfolio, where the children look at the photos and recall the activities they have taken part in. Children become familiar with the daily routine, by simple prompts, for example following hand washing children take their seat at the table for their snack. The childminder has clear boundaries in encouraging children to learn good manners and follow simple instructions.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### 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>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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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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