

Inspection report for early years provision

Unique reference number	137502
Inspection date	13/10/2011
Inspector	Helen Steven
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 1999. She lives with her husband and sons aged 16 and 11 years old. Their ground floor three bedroom maisonette is in Willesden Green in the London Borough of Brent. The living room is the main area of the home used for minding, with bedrooms used for children to rest in when required. Although there is no garden used for childminding the childminder takes the children regularly to local parks for outdoor play.

The childminder is registered to care for a maximum of four children at any one time under eight years and is currently minding five children in the early year's age range. She is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

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Children enjoy a range of play experiences that support their learning and development, although systems for observing, monitoring and planning are not fully effective. The childminder is aware of and meets children's individual needs and works closely with parents to share information. She has started to develop relationships with some other providers of the Early Years Foundation Stage although these are not used fully to provide continuity in children's care and learning. The childminder demonstrates sufficient drive for improvement and maintains continuous development as she identifies and introduces changes, but does not regularly evaluate her service to more rigorously assess her provision. The childminder suitably safeguards the children through implementing her policies and procedures, but although fire drills are undertaken they are not recorded to support their evaluation.

What steps need to be taken to improve provision further?

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

- strengthen the process of observation and evaluation in order to more effectively plan for each child and support personalised learning
- forge relationships and build on the links established with other Early Years Foundation Stage settings to improve continuity in children's care and learning
- develop procedures to promote reflective practice, self-evaluation and to identify priorities for development to improve outcomes for children

- record details of regular evacuation drills, for example, noting any problems encountered and how they were resolved.

The effectiveness of leadership and management of the early years provision

The childminder has a suitable knowledge of safeguarding issues. She is aware of how to refer any concerns to ensure children are safeguarded and has guidance to support her in this process. She has undertaken a recent safeguarding children course to update her knowledge. The childminder is aware that all persons aged 16 and over in the home require a Criminal Record Bureau check. She reports that this is being undertaken for a family member who is now 16. She has carried out detailed risk assessments for her home, which includes a daily safety check, and for outings to local drop-in groups to ensure children's safety. The childminder reports she organises regular fire drills which develop children's understanding of how to evacuate the house safely. However, she does not maintain a record of these drills to support their evaluation.

Overall, the childminder offers children a suitable range of activities that cover the areas of learning. There are comprehensive systems in place to collate written observations, which are linked to the Early Years Foundation Stage. However, although the childminder began to use these well, following support from her local authority development officer, she has not continued using this system effectively. As a result, she is not consistently identifying children's next steps in order to inform individualised planning. The children are cared for in the living room of the home, which affords them adequate space. The childminder sets out a suitable selection of resources each day which are age appropriate and meet their individual needs. However, she has not fully planned the learning environment effectively to enhance and extend children's learning. The childminder makes use of local drop-in groups which extend children's opportunities and their awareness of diversity in the local community.

The childminder has developed a comprehensive range of written policies and procedures, which are fully inclusive and support equal opportunities. She shares these with parents to keep them informed of her methods. All required records are in place to promote children's health and welfare, for example, there is emergency medical consent in place and an attendance register. The childminder does not routinely reflect on and evaluate her service. She has addressed the recommendations from the last inspection which has improved hygiene practices and record keeping. Through discussion she identifies areas that she feels could be implemented more effectively. The childminder has attended some relevant training since the last inspection and welcomes visits from the local authority. Future plans are limited but she does maintain some continuous improvement. She holds a valid first aid certificate and a first aid box in order to provide appropriate treatment for the children in the event of an accident.

The childminder has positive relationships with parents and they are kept informed about their children's well-being and development. She seeks information from parents about children's care and backgrounds, which helps her support their

individual needs. Parents appreciate positive text messages received from the childminder about their child. They feel that she is 'kind, caring, fair, patient, capable and trust-worthy'. They report that she teaches their children the 'dos and don'ts' in a kind and caring way. Some children in the childminder's care also attend other settings that deliver the Early Years Foundation Stage. The childminder has begun to develop relationships with some of the providers, but does not yet sufficiently share information with them to fully ensure continuity and coherence in children's care and learning.

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

The childminder primarily uses outside provisions most mornings and as a result children enjoy a wide range of activities. This supports their development in all areas of learning as they have opportunities to make suitable progress towards the early learning goals and develop skills for the future. The childminder identifies that at this current time she is not observing their progress regularly, identifying children's next steps or planning effectively, to further improve outcomes in their learning and development.

Children demonstrate that they feel secure in the childminder's care. They feel confident in saying 'no' when offered choices. They demonstrate that they are aware of saying thank you when given a snack. Young children's individual sleep patterns are respected and they rest in a travel cot when they are tired. Children sit alongside the childminder to share books with her as she comments on the pictures. They say animal names and make the noises, such as 'woof woof' when looking at a picture of a dog. They demonstrate they are developing their communication skills by indicating their intentions, which the childminder responds to. They know their body parts, for example, pointing at their toes and indicating that the childminder and visitors also have toes.

Children are introduced to counting as the childminder talks about numbers in play, for example, when sorting the farm animals. Children negotiate space as they manoeuvre around the living room pushing a buggy. They have opportunities to access ride-on and sit-in toys at the drop-in groups. In addition, attendance at the drop-in groups enables children to develop an awareness of their diverse local community. Children are visibly excited when the family cat is near them. They learn how to respect animals and gently stroke the pet as it passes by. Children are beginning to re-enact real life events as they role play, feeding their doll and indicating they want to change the nappy. Children develop awareness of diversity through the activities and resources available; they celebrate various festivals, use dual language books and have frequent outings into the community to socialise with others. Children express themselves creatively by drawing swirly patterns on paper with crayons.

Children are developing a suitable understanding of healthy lifestyles as they are offered healthy snacks such as rice cakes and eat meals supplied by their parents.

They have access to drinks throughout the day. Children benefit from fresh air and physical activities daily in order to develop an understanding of the importance of regular exercise. Young children are supported in hand washing before eating, which enables them to develop an understanding of personal hygiene. Children feel safe as they have developed strong relationships with the childminder. Children learn to behave appropriately as the childminder praises and encourages them to share during their activities. The childminder talks to children about picking up toys to prevent tripping. Children develop an understanding of recycling household waste which introduces them to sustainability.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

Outcomes for children in the Early Years Foundation Stage	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	3
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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