

## Inspection report for early years provision

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<b>Unique reference number</b>	105784
<b>Inspection date</b>	17/10/2011
<b>Inspector</b>	Arda Halls
<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.

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 1993. She lives with her husband in North Kensington in the Royal Borough of Kensington and Chelsea. The sitting room and one bedroom are used for childminding. The flat is located on the sixth floor of a block of flats which is accessible by lift. There is no garden, but children are regularly taken to the local parks. The childminder is registered on the Early Years Register and the compulsory and voluntary Childcare Register. She may care for a maximum of three children under eight years of age at any one time, of whom two may be in the early years age group. She is currently minding two children under eight years on a part-time basis, of whom one is in the early years age group.

The childminder walks to local schools to take and collect children. The childminder attends the local drop-in groups. She supports children with special educational needs and/or disabilities and children who speak English as an additional language.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

Children are generally well settled and access a fair range of activities and experiences to help promote their learning and development, although few resources promote their awareness of diversity. The childminder develops positive relationships with parents and carers to secure the individual needs of each child. The childminder safeguards the children and promotes their welfare appropriately, although some hygiene routines are not always practised. The childminder is developing a system of observing children's progress but is not yet effectively assessing their development in order to identify and plan for their next steps. The childminder takes appropriate steps to improve her service and maintain development.

## **What steps need to be taken to improve provision further?**

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

- develop systems of observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child
- promote good health, ensuring an effective hand washing routine is implemented
- develop a robust process for self-evaluation to clearly identify strengths and areas for development to further improve outcomes for all children
- provide resources that promote and value diversity and differences.

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

Children are generally well safeguarded and protected. The childminder has a clear understanding of how to recognise and report any indicators that would cause concern about a child. Written risk assessments are in place to identify hazards in the home and potential risks on outings. The childminder has a sound awareness of how to evacuate her premises in an emergency and explains how she improves the time taken to evacuate down six flights of stairs.

The childminder communicates her vision for the childminding service she provides and how she intends to improve outcomes for all children and shows sufficient capacity to maintain continuous improvement. She has begun to develop systems to evaluate her setting, although this is not yet rigorous. She makes positive links with the local authority which help to inform her development. She identifies some areas she wishes to improve, such as doing more observations of children in order to plan appropriate activities based on their interests. She sufficiently follows recommendations from past inspections.

The childminder considers her resources sufficiently and provides toys that are of interest to the children and meet their developmental interests and needs. For example, she knows that children love cars and musical instruments so she provides appropriate resources, which are easily accessible and maintain their interests. However, resources to help children understand about equality and diversity are limited, and none reflect disability.

The childminder is developing secure partnerships with parents and carers and recognises the uniqueness of each child. She ensures there is relevant information available for them to understand how their children's needs are met. Feedback about their child's day is available each day, which ensures parents are adequately advised about their child's daily progress.

The childminder liaises appropriately with other providers delivering the Early Years Foundation Stage to ensure the progression and continuity of children's learning and care. She has a sound understanding of who to contact if services are needed to support or promote children's well-being.

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

Children demonstrate a sound sense of security and belonging in the setting. They relate to the childminder in a positive way as she knows them well and understands how to meet their individual needs. They have free access to a fair selection of resources in order to extend their interests. They enjoy experimenting with musical instruments and take particular interest in wooden shakers. They have appropriate space so they can move about with ease. They have bikes to ride about on, which provides them with physical activity. There are parks nearby

where they run and play in large open spaces. The childminder knows they love playing football and gives them enough time outdoors so they can develop their kicking skills. Children enjoy studying the pictures in their favourite books. The childminder understands their stages of development and supports them with the books for an appropriate length of time. She makes sure books are around at all times and makes use of the public library to extend their learning. Younger children are learning simple concepts in problem solving as they listen and repeat the numbers one to three. They put their knowledge to use as they press the buttons on programmable toys.

The childminder generally observes children as they play. She is concentrating on how they play and what they enjoy most. She understands how building on children's interests helps them develop and progress towards the early learning goals. However, the childminder does not record observations of children's play or systematically assess their progress, which impacts on how effectively she is able to plan for their individual next steps in learning.

Children's health and hygiene is appropriately promoted. The childminder liaises with parents and carers to ensure she has their individual health needs recorded. The home is generally well organised, clean and suitable for children's needs. A procedure for hygienic nappy changing is in place and the childminder holds an up-to-date food hygiene certificate. Children are given sufficient snacks to ensure they are not hungry. However, children's hands are not washed before they eat to further promote their understanding of appropriate hygiene.

Children are learning to be safe outside the home as the childminder promotes safety procedures, such as holding onto the pushchair when they are near the road. She talks to them about how to cross the road safely and the importance of playing near her at all times when in the park.

Children take on some responsibilities in the setting, even at an early age. They tidy up toys without prompting and clean the high chair tray after having their lunch. They generally behave well and make appropriate choices and decisions about what they would like to do.

Children are developing basic skills for the future. They make satisfactory progress in communication and show an appropriate interest in numeracy, literacy, and skills relating to communication technology. They show some understanding of the society in which they live and of the wider world. Generally young children are beginning to learn skills to support their future learning.

## 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	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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