

Inspection report for early years provision

Unique reference number	159442
Inspection date	19/10/2011
Inspector	Arda Halls
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.

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 2001. She lives with her three children aged 19, 12 and two and a half years, in North Kensington in the Royal Borough of Kensington and Chelsea. The whole of the lower ground floor maisonette flat is used for childminding, which is accessed down one flight of stairs. There is a fully enclosed garden for outside play and children are regularly taken to the local parks. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of five children under eight years at any one time, of whom two may be in the early years age group. She is currently minding two children, one under five and one under eight, on a part-time basis.

The childminder walks to local schools to take and collect children. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a warm and welcoming environment for children, in which their individual needs are well met. Children's health and welfare is successfully managed, although children do not demonstrate a full understanding of a healthy lifestyle. Risk assessments do not contain the name of the person conducting or reviewing the assessment. Strong partnerships with parents and others are established. This means that parents are well-informed about the care their children receive. The childminder identifies strengths and weaknesses in her provision through a system of self-evaluation. She demonstrates her capacity to maintain continuous improvements and to enhance the opportunities for children in her care.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- identify aspects of the environment that need to be checked on a regular basis: maintain a record of these particular aspects and when and by whom they have been checked

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

- support children in developing an understanding of the importance of

physical activity and making healthy choices in relation to food.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and protected well. The childminder has concise policies, strategies and procedures to safeguarding the welfare of children. Effective steps are taken to ensure that children are safe indoors and out. For example, the childminder contacts the contractor of works when scaffolding is erected outside her garden door. She maintains records required for the safe and efficient management of the provision. However, risk assessments do not include the name of the person conducting or reviewing the assessment. This is a specific legal requirement.

The childminder thinks carefully about how she wishes to improve her setting. Plans for the future include incorporating rules and boundaries into games and stories so that children can understand the importance of fire drills and road safety. The childminder describes how she wishes to get new ideas and resources to provide further activities for the children. She secures a place on the next safeguarding training course.

The childminder deploys resources effectively. Toys are presented at a low level for children to reach. A table and chair are positioned strategically so that older children may work on homework away from the lively play of the younger children. Pictorial resources are displayed throughout the hallway and playroom. This gives children visual aids to help them learn the meaning of numbers and letters.

The childminder actively promotes equality of opportunity and is prepared to tackle any unlawful discrimination. She makes sure the progress and development of different groups of children are catered for. An equal opportunities policy is shared with parents and signed by them to confirm their understanding and agreement with the policy. When appropriate, the childminder provides activities for children with special educational needs and/or disabilities and those for whom English is an additional language.

The childminder takes account of parents' and carers' views to make decisions about the provision. Parents state that they are happy with the overall care provided. They say there are no improvements or changes they would like and are happy with systems in place for exchanging daily information about their child. They state that they receive enough information about their child's day, including achievements and learning. They do not have suggestions to make that would have an impact on the way in which the childminder carries out her childminding business.

The childminder liaises with other providers to ensure a child gets the support he or she needs. For example, she communicates with teachers about naps, lunch and behaviour. She keeps parents informed which promotes children's achievement and well-being.

The childminder evaluates her setting successfully. She addresses recommendations from other inspections effectively. For example, the fire blanket is fitted in an appropriate place in the kitchen to make it easily accessible. She consistently promotes equality and inclusion. Parents are meaningfully involved in evaluating the service. They complete a parent questionnaire and discuss their children's welfare on a daily basis. The childminder has a good understanding of the strengths and weaknesses of the provision. She has definite plans of how to secure continuous improvements.

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

The quality of children's learning and their progress towards the early learning goals in relation to their starting points is good. The childminder knows the children well, which helps her to meet their individual needs. Children have access to an interesting range of play materials which they explore extensively. Children laugh and learn through their play with enthusiasm. For example, they shout out the answers when they are asked to name letters of the alphabet.

They demonstrate a sense of security and belonging as they relate positively to the childminder and her family. Children's understanding of safety issues is demonstrated through their play. For example, they talk about not running indoors and they know to tuck their chairs in close. This prevents a tripping hazard to others who are playing and studying in the room.

Children have good personal hygiene routines as they come in from school. They wash their hands without prompting. They engage in some physical activities indoors. They enjoy playing outside in the park on the way home from school where they stretch their legs, swinging and climbing the slide. However, children do not demonstrate their understanding of the importance of regular exercise or the benefits of playing outside in fresh air.

Children behave well, make friends and show respect for each other. They co-operate with the childminder and other children and are learning to share. They have a good attitude to learning, making choices and taking part in activities. They accept each other's differences and respond well to the childminder, who has high expectations of their work. She praises them consistently which gives them a strong sense of achievement.

Children are developing a broad range of skills for the future. They learn to communicate with one another successfully, they learn about letters of the alphabet and simple problem solving. Children are active and curious. They examine play fruits and talk about strawberries being their favourite fruit. They are developing a good understanding of the wider world. This means their future learning is secure as they are well equipped with the skills they need.

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
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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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- identify aspects of the environment that need to be checked on a regular basis: maintain a record of these particular aspects and when and by whom they have been checked (Safeguarding and promoting children's welfare)

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