

Inspection report for early years provision

Unique reference number	153563
Inspection date	04/11/2011
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.

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Description of the childminding

The childminder was registered in 2001. She lives with her husband and three children aged 15 years, 11 years and five years, in Harrow Road in the City of Westminster. The whole of the fifth floor flat, which is accessible by lift, is used for childminding, except the balcony. Children are regularly taken to the local parks because there is no garden.

The childminder is registered on the Early Years Register and the compulsory and voluntary Childcare Register. She 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 range. She is currently childminding one child within the early years age group on a full-time basis.

The childminder walks to local schools to take and collect children. The childminder attends the local drop-in groups and the public library.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder effectively meets the needs of all children, so no group or individual is disadvantaged. She makes continuous improvements and sustains good childminding standards. Children's welfare is effectively promoted, and the majority of the records are in place. Partnerships with others promote good quality early education and care. The childminder has effective plans for improvement and the process of self-evaluation.

What steps need to be taken to improve provision further?

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

- practise regular evacuation drills and record in a fire log book details of any problems encountered and how they were resolved.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are robust and regularly reviewed.

The childminder knows the indicators that would cause concern and the appropriate child agencies with whom to liaise if children in her care are at risk of harm. Accurate steps are taken to ensure children are safe indoors and out; furniture, equipment and toys are suitable and safe, and effective risk assessments are in place. A clear fire evacuation notice is displayed in a prominent place. However, the childminder does not practise emergency evacuation and record the details of evacuation drills in a fire log book.

The childminder displays her resources effectively so that children are engaged from the moment they enter the room. They are free to choose what they like and can play as long as they like. The childminder recognises that children's attention vary and that young children like to move about the room, as they want to explore their surroundings. Toys and resources are washed frequently and any broken equipment is swiftly removed. Resources are used successfully to achieve children's individual goals in learning and development. The childminder encourages children at a young age to look after the toys which ensures that resources are sustainable.

Parents are provided with good quality information about the setting; they are informed about children's achievements and encouraged to share what they know about their child when they first attend. Parents express their satisfaction with the service and are happy that their children enjoy their stay with the childminder. Parents are kept well informed verbally about their children's achievements and development on a daily basis.

Partnerships with others are successfully established as the childminder attends a variety of settings daily. She liaises with other providers that also deliver the Early Years Foundation Stage, which contributes to the progression and continuity of children's learning and care. Children's achievement and well-being is effectively promoted.

The childminder explains effectively how she evaluates her setting. She has promptly addressed recommendations from previous inspections. She provides a variety of resources to help children learn about diversity and attends settings where a wide range of festivals are celebrated. These improvements have a positive impact on the quality of the provision and directly contribute to successful outcomes for children.

The childminder promotes equality of opportunity from a young age, as she encourages children in their understanding of differences. Children learn that toys and resources are for everyone, they are not separate for girls or boys. They learn through play to be inclusive of others with disabilities. The childminder has a good knowledge of each child's background and needs and is considerate to those who are different to herself.

The childminder considers how she will secure improvements to her service, by attending more training and extending the outings she takes with children. She makes good use of a range of monitoring techniques, such as observing children to find out more about them. She understands the importance of following children's interests and explains how she will develop their interests by attending provisions

that promote physical activities. This means the childminder builds on children's strengths and the areas that are more stimulating to them. She makes continuous improvements to her service. Consequently outcomes for children are good.

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. They enjoy learning as they play with pots of play dough patting and squeezing the dough. They smile all the time and wash their hands when finished. They play enthusiastically with trays of puzzles trying to fit the pieces in place. Children develop a good sense of achievement as the childminder praises them for their efforts.

Children are developing a good sense of belonging, which helps them feel safe. They understand the boundaries of the safe areas to play. For example, they know the gate in the kitchen means they cannot enter. Young children are secure and confident as routines are well organised and there is good quality interaction with the childminder.

Children learn about good hygiene practices as they wash their hands frequently and listen to the childminder explain why they use their own towel for drying. Children engage in a wide range of physical activities in the home and at the drop-in centres. They enjoy their daily experience of exercising on climbing equipment and acting out action songs at circle time. Children are relaxed and content because their health, physical and dietary requirements are well met.

Young children behave well in the care of the childminder. They make friends with other children at drop-in centres and learn to respect each other's differences. They learn to share effectively as the childminder consistently promotes children's sharing. They learn to make appropriate choices; for example, they choose what to play with and when to eat.

Children develop good skills for the future. They learn how to hold their cup and not to eat between meals. They learn which things are for playing with and which things belong to adults. They pretend to make tea and learn that serving others is an enjoyable pastime, as adults smile when presented with imaginary tea. They learn about musical instruments and how they can make enjoyable sounds with a drum stick. They know there is a comfortable place to sit when they want to read and they know that adults help them when they try to put puzzles together. They know they can communicate with others and that favourite pastimes like climbing over cushions will be set up for them. They are learning how to enjoy themselves and the satisfaction of successful achievements.

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

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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: Met

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