

Inspection report for early years provision

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Inspection date	03/11/2011
Inspector	Seema Parmar
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 registered in 1989. She lives with her husband and two grown-up children, in Wembley in the London Borough of Brent. The ground floor of the premises is used for childminding with access to the upstairs bathroom/toilet. A garden is available for outdoor play.

The childminder is registered to care for six children under eight years, of whom three may be in the early years age range. There are currently four children in the early years age range on roll. 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. She attends the local children's centre and visits the library and local parks.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy fun and stimulating play experiences that support their learning and development. The childminder works in partnership with parents to meet children's individual needs although she does not fully involve them in their children's learning and development. She makes some risk assessments but these are not fully effective and do not always identify existing hazards. The childminder has an appropriate understanding of the strengths of her practice and the areas for further development and shows a sound capacity for improvement.

What steps need to be taken to improve provision further?

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

- ensure the risk assessment identifies aspects of the environment that need to be checked on a regular basis and maintain a record of these particular aspects (Suitable premises, environment and equipment) 02/12/2011
- take all reasonable steps to ensure that hazards to children are kept to a minimum (Suitable premises, environment and equipment) (also applies to the compulsory and voluntary parts of the Childcare Register) 02/12/2011

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

- develop further partnerships with parents by involving them in children's continuous learning and development.

The effectiveness of leadership and management of the early years provision

The childminder has a secure knowledge and understanding of her role and responsibility for helping to protect children from harm and neglect. She supervises children closely and conducts some written risk assessments for indoors, outdoors and for outings. However, the risk assessments for indoors do not include the main areas that children use and do not identify all existing hazards, such as trailing wires and access to dirty outdoor shoes in the play areas. This is a breach of requirement and poses a potential risk to children's well-being and safety.

The childminder sets out resources in an attractive way for children to enjoy. Additional items are easily accessible for the children to help themselves, which promotes their independence. The childminder displays children's artwork which helps them to feel valued and creates a welcoming learning environment. All play materials are clean and in good condition.

The childminder collects information about the individual needs of each child. This helps her to provide an inclusive service and to make sure that they receive tailored care and support. For example, she uses key words from children's home languages to help them communicate and to feel secure. Children have many good opportunities to learn about other cultures and the world around them as they celebrate different cultural festivals such as Christmas, Easter, Diwali, Eid and Chinese New Year.

Generally, the childminder has a sound understanding of her strengths and some areas to improve. She demonstrates a commitment to strengthen and develop the service. She accesses training and development opportunities and has made links with her local early years team who can support her in improving outcomes for children. The childminder shows a suitable capacity to improve as she has met the recommendation set at her last inspection.

The childminder has a positive attitude to working in partnership with outside agencies and other professionals involved in the care of the children. She forges links with schools that children attend to promote continuity of care and learning. She values working in partnership with parents. She uses parent questionnaires to obtain the views of the parents. Children benefit from the close communication systems between parents and the childminder. The childminder nurtures children's emotional well-being as she seeks information from parents about any specific requirements for their individual welfare and routines. Parents receive copies of the policies that underpin the childminder's provision. However, although they are involved in their children's care they are not fully involved in their continuous learning and development. Written feedback from parents states that they are very happy with the care provided.

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

Children have easy access to a varied range of toys and learning resources which capture their interest and motivate them to learn. The childminder organises the environment to allow children to explore freely, thereby helping them to become independent learners. She has effective systems in place to observe and record children's development in their individual portfolios. This enables her to plan for their individual learning needs.

The childminder is kind and caring towards the children. Children settling into a new environment respond very positively to the attention they receive. The childminder uses children's comfort toys, familiar words and gives them lots of cuddles and attention to help them settle in. Children are developing good skills for the future. They communicate well, smiling and chattering as the childminder spends quality time talking to them as they explore and investigate their surroundings. They show they feel secure as they approach the childminder to hug, cuddle and kiss her. They enjoy singing their favourite nursery rhymes, such as the 'wheels on the bus' and 'twinkle twinkle little star'. They learn to count as part of their daily routine as they build tall towers out of Lego bricks. They have fun as they learn about technology and how things work, by listening and pressing buttons on programmable toys. They have many opportunities to extend their social skills as the childminder takes them to toddler groups and the local children's centre.

The childminder generally encourages children to understand the benefits of adopting a healthy lifestyle. For example, children follow appropriate hand washing practices as part of their daily routine although the childminder does not explain why they need to do so. In addition, they develop their physical skills and have fresh air and exercise as they play in the garden and visit the local parks using the apparatus to climb, jump and swing on. Snack times include fresh fruit such as apples and satsumas. In the main, parents provide packed lunches. Children help themselves to water during the day when they are thirsty. Children are learning to keep safe, as the childminder gives gentle reminders and supervises them well as they play. However, the weakness with regards to risk assessment and the failure to recognise all potential hazards puts children at potential risk.

Children respond positively to praise and encouragement and as a result display good levels of self-esteem. For example, as they tidy away after playing with the toys the childminders says well done and claps. Children respond by beaming from ear to ear. They grow in self-esteem and confidence as the childminder gives gentle guidance and support to enable them to learn the boundaries of acceptable behaviour.

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	2
The effectiveness with which the setting promotes equality and diversity	2
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	2
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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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	2
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	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:

Not Met (with actions)

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:

- take action as specified in the Early Years part of the report (Suitability and Safety of Premises and Equipment) 02/12/2011

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

- take action as specified in the Early Years section of the report (Suitability and Safety of Premises and Equipment) 02/12/2011