

Inspection report for early years provision

Unique reference number	102086
Inspection date	08/11/2011
Inspector	Helen Steven
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 1992. She lives in a three-bedroom, first floor maisonette arranged over two floors that are accessible by stairs. The home is in Kentish Town, in the London Borough of Camden. The lower floor, as well as an upper floor bedroom, is used for childminding. There are local play areas available for outside play. The childminder is registered for three children under eight years. She is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She currently has one part-time child in the early years age group on roll. The childminder is a member of the supported childminding scheme run by Camden Social Services.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy a range of play experiences that soundly support their learning and development; however, systems for observing, monitoring and planning are in their infancy and the childminder has not yet linked these to the areas of learning. Children are suitably safeguarded, although risk assessment is not complete and procedures for helping children develop personal hygiene routines are in place but not consistent. The system for self evaluation is not robust in order for the childminder to reflect on her strengths, as well as areas for improvement. Nevertheless, as previous actions and recommendations have been addressed, she demonstrates a sound ability to secure ongoing improvement. The childminder actively works alongside parents to suitably meet children's individual needs.

What steps need to be taken to improve provision further?

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

- improve children's understanding of healthy practices by encouraging them to wash prior to handling food
- extend the risk assessment to cover anything with which a child may come into contact, including the banister
- develop observation and assessment to accurately monitor children's progress towards the early learning goals and to plan the environment and learning opportunities for children's next steps for learning across all areas
- develop reflective practice in order to build on areas of strength as well identifying priorities for development to improve outcomes for children.

The effectiveness of leadership and management of the early years provision

The childminder has a sound knowledge of safeguarding and of how to respond to any concerns about a child. She has undertaken a safeguarding children course and has started to carry out a risk assessment for her home. This does not include how the risk to children is reduced concerning horizontal banister rails on the upper floor. There are risk assessments in place for outings, for example, to a drop-in group. The childminder has developed basic, written policies and procedures to keep parents informed of her methods. All required records are in place to promote children's health and welfare; for example, there is a daily attendance register and a system to seek emergency medical consent. The childminder has her certificate of registration on display to inform parents about her provision.

The childminder has begun to evaluate her service in order to identify her strengths and priorities for development. She is aware of areas for further development, such as strengthening her observation and planning for the Early Years Foundation Stage learning and development requirements. She has undertaken some training since the last inspection, for example, on safeguarding and Makaton; she holds a valid first aid certificate to enable her to treat the children appropriately in the event of an accident. Therefore, she demonstrates a sound commitment to secure improvement.

At inspection, the children played primarily in the hallway. Toys are stored in a box in this area and the children empty these out. The childminder brings additional toys and equipment downstairs during the day, such as a beanbag and a small chair. However, the learning environment does not fully support children's learning as it is not effectively planned and organised. The childminder has positive relationships with parents and has sought their feedback regarding her service. Parents report that their children flourish and develop good manners, eating habits and behaviour. They feel that this is a positive and loving environment.

The childminder has a positive attitude to working alongside other agencies. when the need arises. to soundly support children's continuity of care. She has a growing understanding of children's individual needs. She makes use of local drop-in groups to help children to develop respect for those whose backgrounds are different from their own. She has some resources that represent different cultures and has knowledge of a language programme that uses signs and symbols to help children communicate.

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

Children enjoy an appropriate range of activities. This supports their development in all areas of learning, so that they are making suitable progress towards the early learning goals. Planning is currently focused mainly on routine. There are basic

systems in place to collect written observations, although these are not dated and are not linked to the Early Years Foundation Stage to support children's learning. Photos are being shared with parents though the assessment does not identify children's next steps in order to demonstrate, and plan for, their progress.

Children are settled and demonstrate that they feel secure in the care of the childminder, sitting near her to look at books. They are helped to behave because the childminder addresses issues to help children learn how to share and take turns. Children are encouraged to be polite by saying 'please' and 'thank you'. The childminder talks with the children, commentating about their play and asking them simple questions. Children enjoy singing and joining in action songs, such as 'Incy wincy spider'. Children concentrate when completing jigsaw puzzles and shout 'Taa Dah' when they fit the last piece. They listen carefully, for example, to the sounds of a rainstick as the beads transfer from one end to the other. Children help to recycle household waste which supports their understanding of sustainability. Outings to local, drop-in groups enable them to develop an awareness of their local community.

Children are beginning to develop an understanding of healthy lifestyles as they are offered healthy snacks and meals, for example, cheese, toast and fruit. They have access to fresh water during the day and are encouraged to drink. They enjoy fresh air and exercise as they go regularly to a nearby children's group. Children are encouraged to cleanse their hands after toileting. However, they are not reminded to wash prior to eating their snack in order for them to engage in consistently appropriate, hygiene practices. Children gain a satisfactory understanding of how to keep themselves safe. They previously practised organised fire drills; however, these have not been carried out recently for them to gain an understanding of how to respond in an emergency situation. They feel safe as they have developed a bond with the childminder and other children.

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

The quality of the provision in the Early Years Foundation Stage	3
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----