

Inspection report for early years provision

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Inspection date	02/11/2011
Inspector	Caren Carpenter
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 registered in 1982. She lives with her husband and her adult daughter in a three bedroom house in the Kilburn area within the London Borough of Brent. The ground floor of the house is used for childminding and there is a fully enclosed garden for outside play. The childminder is registered to care for a maximum of three children under eight at any one time and is currently caring for three children in the early years age group. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder takes the children to the local park and takes and collect children from local schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are safe, happy and settled in the childminder's care. The childminder effectively promotes most aspects of the Early Years Foundation Stage welfare, learning and development requirements. She ensures that she values and includes all children equally. Effective relationships with parents overall ensure that the childminder is fully aware of children's individual needs, which she meets very well. The childminder evaluates her provision and identifies areas to build upon her existing good practice. This ensures children's time with her is positive and rewarding and they make good progress in their learning and development.

What steps need to be taken to improve provision further?

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

- involve parents more by sharing information about their children's starting points and continued learning and development
- promote the good health of the children further by improving upon hygiene during children's hand washing routines.

The effectiveness of leadership and management of the early years provision

Positive steps are taken to safeguard children and to promote their welfare. The childminder is aware of her role and responsibilities in protecting children from harm and ensures that they feel safe and secure through clear procedures and everyday practices. The childminder has a good understanding of child protection issues and understands the importance of reporting child protection concerns. The childminder creates a secure and welcoming home for the children. She has a written risk assessment in place and minimises potential risk by checking her home

daily and assessing risks to children when they are outside of the home.

The childminder's capacity to maintain continuous improvement is good. She demonstrates a good understanding of what she needs to do to improve outcomes for children. For example, the childminder is committed to develop further the use of observations to help identify the next steps for children's learning and inform planning. Good improvement has been made since the last inspection. The childminder has addressed the previous recommendation to improve the service offered to children and families. For example, a fire blanket is located as required in the kitchen area to promote children's safety and children enjoy trips to local toddler groups to develop their social skills and to extend their play and learning experiences.

The childminder organises her home and play resources effectively, enabling children to make choices about their play. For example, children develop independence skills as they choose from a range of toys and play resources that are stored in boxes. All essential records, policies and procedures are in place, readily available, well-organised and stored securely to protect confidentiality. Consequently, children are thoroughly protected.

The childminder offers an inclusive service and welcomes all children into her care. Children with special educational needs and/or learning disabilities receive on-going one-to-one support from the childminder. This ensures their individual needs are effectively met. For example, she works closely with parents to ensure children benefit from a positive and rewarding experience. Children are beginning to develop a sensitive awareness of diversity and an understanding of the needs of others. This is achieved through a range of activities and resources that increase their understanding and knowledge of the wider world.

Good working relationships between the childminder and parents ensure children's individual needs are identified and met well. She talks to parents before children attend her setting. This helps her find out about their children's individual needs and any relevant information relating to their children. She keeps parents informed about their children's daily routine and their developmental progress to ensure their individual needs are met. However, the childminder is not yet involving parents in assessing their children's capabilities and starting points to provide continuity in their learning and development. The childminder is fully aware of the benefits of establishing and maintaining positive links with other settings delivering the Early Years Foundation Stage to ensure that children's individual needs are met in order to ensure continuity of care and learning for each child.

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

The childminder provides good quality care and education for children in the Early Years Foundation Stage. Children have clearly built trusting bonds with the childminder, which help them to feel secure and safe. Her gentle manner helps children to feel comfortable and at ease with her. The childminder plans interesting

and exciting activities that effectively include the six areas of learning. The childminder is beginning to record her observations of the children's progress. She uses these observations to plan activities. This helps children to take the next steps in their learning journey. She is, however, keen to make further improvements to her observational assessments to further enhance children's learning towards the early learning goals. Children are very much at home in this environment. They show good levels of confidence as they move around freely selecting activities of their choosing. The childminder gets down to the children's level to play with them. She takes some opportunities to support and extend children's learning during their chosen activities.

Children eagerly engage in a wide range of activities that are stimulating, fun and motivate them to learn. For example, they enjoy matching colours, completing simple jigsaw puzzles, counting and recognising numbers. Children show their delight as they look at a range of quality books. They develop their early writing skills using a range of writing materials, such as pencils, crayons, chalk and paper. Children develop their imagination and have fun as they play with a selection of role play equipment and pretend to make cups of tea. Children use a selection of programmable toys that support their learning as they find out why things happen and how things work. These good play experiences enable children to develop skills necessary to their future success. Children enjoy trips to the local park and the children's centre. This provides good opportunities for children to develop their social skills as they interact with their peers and participate in a wide range of creative activities such as painting, water and sand play, arts and craft.

Children learn about appropriate hygiene practices such as washing their hands after using the toilet. However, at times the childminder does not support them in washing their hands before eating to fully promote their good health. The childminder has completed a relevant first aid course which ensures that she can respond appropriately if a child has an accident. Parents provide their own children meals and snacks. The childminder consults closely with parents about any dietary needs their children may have and relevant information is recorded. The childminder ensures all children have drinking water readily available for them at all times. Children they have frequent opportunities to enjoy fresh air and exercise for example; they visit the local park and play in the garden developing their physical skills, promoting a healthy life style.

The childminder promotes children's understanding of safety issues well, such as how to cross the road safely. Children learn about fire safety by practising regular emergency evacuations, which assist with their quick and safe evacuation from the home, should the need arise. Relationships are good. Children receive good support from the childminder so they feel safe and secure. They learn to behave acceptably and begin to understand right from wrong through the sensitive guidance they receive from the childminder and the clear boundaries she puts in place.

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	3
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	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:	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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