

Inspection report for early years provision

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Inspection date	03/11/2011
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.

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 1983. She lives with her two adult sons in a two bedroom first floor flat in the Brondesbury Park area within the London Borough of Brent. The living room is used for childminding, the hallway and bathroom is also within easy access on the same level. There is no access to a garden.

The childminder is registered to care for a maximum of five children under eight years and is currently caring for one child 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, to the local library, children centre's and toddler groups. The childminder takes and collects children from local schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and are cared for in a warm and welcoming home. Children make very good progress towards the early learning goals because the childminder provides an excellent range of activities to meet their individual needs. Inclusive practice is promoted well because high value is given to the uniqueness of each child to promote their well-being and development. Partnerships with parents are highly valued, and ensure children's individual needs are successfully met. Generally the childminder is beginning to reflect where improvements can be made to improve the support and experiences she offers to children in her care.

What steps need to be taken to improve provision further?

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

- further develop self-evaluation systems for an ongoing review of practice and use these to identify areas where improvements are needed
- develop further the use of observations to help identify the next steps in children's learning and development.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of safeguarding, which ensures that children are well protected. She understands clearly the action to be taken to safeguard children from harm. She has a written child protection policy which is shared with parents. In addition, the childminder is fully aware of the importance of not leaving children alone with unvetted individuals. Effective safety procedures

implemented by the childminder ensure that children remain safe at all times. The childminder carries out regular risk assessments in all areas of her home to promote children's safety and records her findings.

The childminder is beginning to evaluate her practice and is secure in her understanding of what she needs to do to improve outcomes for children. She shows a strong commitment to developing and improving her practice. The childminder is keen to develop further the use of observations to help identify the next steps for children's learning to enhance their progress towards the early learning goals.

The childminder organises her home and play resources superbly enabling children to make choices about their play, promoting their independence. Children choose from an exciting and attractive range of quality play resources that are stored on low level shelves enabling them to independently choose an activity. Flexible daily routines are planned to provide a well-balanced day for the children to have a wide range of experiences, both in the home and the local community. For example, they enjoy regular trips to the local library, local parks and toddler groups. This enables children to socialise with others and to develop an awareness of the local community and the wider world. Comprehensive records, policies and procedures underpin all aspects of the childminders day-to-day practice.

The childminder is committed to ensuring that her service is inclusive for all families. Children are provided with good opportunities to learn about diversity and the needs of others, as the childminder provides a range of resources, which reflect positive images of the wider world. This creates an inclusive environment that encourages children to feel a sense of belonging and promotes their self-esteem. The childminder demonstrates a positive attitude to liaising with professional agencies to ensure that children with learning difficulties and or disabilities are equally provided for.

Good working relationships between the childminder and parents ensure children's individual needs are identified and well met. The childminder has effective systems in place to share information with parents and to keep them well informed about their children's care and learning. All children's personal details are gathered from parents, before they begin a placement and she is sensitive to their individual needs and interests when settling them in her home. This enables the childminder to provide appropriate support for any child with additional needs and ensure continuity of care and learning. As a result, children are happy and secure in her care. The childminder values parents' comments and seeks their views through a parents' survey. This lets her know parents views on what she is doing well and areas for improvement. The childminder has a positive attitude to developing and forming links with other providers to ensure continuity of care and learning for the children.

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

Children are very happy, secure and thoroughly enjoy the quality time the childminder spends playing with them. The environment is extremely well presented to ensure that that learning is fun and helps the children make very good progress in their learning and development. The childminder provides an excellent range of balanced and varied activities. They are planned and available to children to fully promote their all-round learning and enjoyment to a high degree. The childminder knows all the children extremely well and has effective systems in place to monitor children's progress. She uses her observations to assess what children can do and to identify their next steps in learning. She uses this information to successfully support their learning by providing appropriate and exciting activities and experiences that meet each child's individual needs.

Children are developing their early writing skills and have excellent access to a superb range of quality books. Children have excellent opportunities to visit the library and enjoy participating in singing sessions and are encouraged to choose their own story books for story sessions. In addition, the library has a museum which provides excellent opportunities for children to explore and investigate as they find out about things from the past. For example, they learn about past equipment and transport such as, trains and cookers. Children have tremendous opportunities to learn about animals and birds during their weekly trips to the local park. They observe and learn about guinea pigs, rabbits, goats, ducks, swans and chickens. In addition, they have a wonderful time when visiting the children's centre and toddler groups and participate in a wide range of activities, such as painting, water and sand play, arts and crafts. This provides excellent learning experiences and opportunities to extend their social skills.

Children have many opportunities to complete jig saw puzzles, identify numbers, sort, match and compare during a wide range of practical activities, developing excellent skills for the future. Children have exciting opportunities to develop their creative skills and thoroughly enjoy designing and creating their pictures using a wide range of colourful arts and craft materials.

Good health and hygiene practices are followed by the childminder which minimises the risk of cross infection. Children learn why they must wash their hands before eating. Regular fire drill practices contribute to children developing an awareness of how to keep themselves safe. Children enjoy eating a selection of fresh foods daily, such as apples, kiwi, plums, nectarine, mangoes, bananas, pears and vegetables sticks. The childminder ensures all children have drinking water readily available for them at all times. Parents are closely consulted about any dietary needs their children may have and information is recorded. Children have excellent opportunities to enjoy fresh air and exercise. They visit the local parks and use a wide range of equipment developing their physical skills and promoting a healthy life style. The childminder offers effective support for children's emotional well-being. Positive relationships are nurtured and the children are very settled and happy in the childminder's care. This is reflected in their behaviour which is managed in a caring and sensitive way, ensuring children's concerns and

needs are fully supported.

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	1
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	1
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	1

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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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