

Inspection report for early years provision

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| Unique reference number | EY286074 |
| Inspection date | 07/12/2011 |
| Inspector | Martha Darkwah |
| 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 2004. She lives with her husband and three children aged 10, 13 and 15 in the Westminster area of the London Borough of Westminster. She lives in a third floor maisonette, which is accessed via stairs or lift. The main area for children's play is the lounge. There is a secure communal garden with some large children's playground equipment for outside play.

The childminder is registered to care for a maximum of six children under eight years, of whom three may be in the early years age group. She is currently minding two children in this age group. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is a member of the National Childminding Association and of a local childminder support group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder uses her detailed knowledge of individual children's needs as the focus for planning. She provides a good range of age-appropriate play experiences and activities overall. This leads to children making strong progress in their learning and development. Robust systems relating to safeguarding are in place. The childminder reflects on her provision and improvements are made in most areas needed, demonstrating a good capacity for ongoing improvement. Highly positive relationships with parents are established and the childminder is aware of the need to liaise with others supporting the children when the need arises.

What steps need to be taken to improve provision further?

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

- extend the use of children's interests when planning activities to further improve outcomes in their learning
- develop further systems for ongoing self-evaluation against robust and challenging quality criteria to increase the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

The childminder has a sensitive and comprehensive awareness of safeguarding issues. She demonstrates, through her practice, the ability to work with other key agencies. She implements procedures consistently and robustly to ensure any concerns are prioritised and dealt with effectively. The childminder has attended safeguarding training to further develop her knowledge. The required records

relating to risk assessments are maintained and include outings.

The childminder's home is welcoming and child-orientated. Space is organised well to encourage children to play, investigate, eat and sleep safely and comfortably. Good use is made of the communal gardens near to the childminder's home for exploring nature and physical play. A good range of play materials are provided and a selection is creatively presented for children to help themselves. Resources and activities promote children's growing awareness of equality and diversity well. The childminder plans and provides a wide range of varied play experiences through a combination of home-based play and regular visits to local children's centres and places of interest, such as museums, local parks and libraries.

Good relationships are built with parents and strong links between children and the childminder's family are encouraged. Children's own routines and practices are followed to meet their individual needs, providing reassurance and familiarity for young children. Records and information are shared daily with parents. Parents praise the childminder and comment that their children are happy in her care. The childminder has developed some written policies and procedures to keep parents informed of her childcare practice. The childminder is aware of the need to work in partnerships with other settings children attend when the need arises. This helps to ensure good continuity in children's care and learning.

The childminder's self-evaluation system is used well. She identifies and introduces improvements for most areas that need development. She successfully addressed the recommendation from the last inspection and now seeks parents consent for transporting children by car. She attends training courses and uses her new knowledge to positively influence aspects of her practice, such as for risk assessment and planning. This reflects a good capacity to maintain continuous improvement.

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

The childminder supports children well in their learning and development through her calm, supportive and encouraging interaction and involvement in their play. Children have the opportunity to undertake a varied range of activities which supports their good progress across all the areas of learning. The childminder has taken some eye-catching photos of the children which show some of the exciting activities she organises. The childminder has good systems in place for written observations and assessment to enable children's next steps in learning to inform planning. She successfully links her observations to areas of learning and uses the identified next steps to organize challenging activities for children. However, she does not always seek information from parents about their latest interests, to further support planning.

Children participate in the local community through regular visits to local children's centres, where they socialise in a larger group of children and have access to different play equipment and activities. Children's understanding of the wider world

is encouraged well, for example, the childminder plans visits to places of interest such as museums, and children see diversity and differences reflected in the play materials they use every day and different languages that are displayed in the childminder's home.

Children have easy access to a good range of activities, play materials and equipment so they are able to make independent choices about what they play with. Children investigate a selection of everyday household utensils, such as pans and sieves. They learn about technology as they operate interactive toys by pressing buttons and turning dials. The childminder suggests a colouring activity which she has set up in living room; children use a range of crayons in different colours to bring the pictures to life talking about the colours and texture. Children enjoy making marks, knowing that writing has meaning. The childminder praises children's efforts and repeats the sounds in words. Children show a strong sense of security as they snuggle into the childminder and share their chosen books with her. Their interest is sustained as the childminder is animated in her delivery of the story. She talks with the children, commentating to extend their vocabulary, asking them questions and offering suggestions. Young children learn about numbers as the childminder uses mathematical language throughout the day. They count how many strawberries in the book build number puzzles and talk about the size of fruits and vegetables in role play. Taken overall, the children are developing good skills for future learning.

Children behave very well because the childminder offers praise and encouragement throughout the day. Young children learn how to share and take turns and she helps them consider the needs and feelings of others. Children show they feel very safe with the childminder. The childminder creates a calm and quiet atmosphere as they prepare for their naps as part of their usual routine. Children are tired after a busy morning and cuddle into her as she carries them and settles them cosily in individual travel cots.

The childminder helps children develop a good understanding of healthy lifestyles. She offers healthy snacks of fresh fruit every day for example, strawberries and blueberries. They have access to fresh water as their individual cups are available at all times. They sit comfortably in high chairs and thoroughly enjoy their tasty lunch, currently provided by parents. Young children learn about their own health and hygiene through practices they observe and experience daily, such as regular hand washing and nappy changing routines. Access to large apparatus in the local playgrounds and pre-school enhances children's physical development and risk awareness. They enjoy fresh air and exercise as they go out for walks regularly.

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

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| 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

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| 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

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| 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

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| 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

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| 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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