

## Inspection report for early years provision

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<b>Unique reference number</b>	137441
<b>Inspection date</b>	07/02/2012
<b>Inspector</b>	Kim Mundy
<b>Type of setting</b>	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 2000. She lives with her husband and adult daughter in Wembley in the London borough of Brent. The childminder uses the ground floor of the premises for childminding and there is a safe and secure garden for outdoor play. The childminder walks and drives to local schools to take and collect children. She attends local pre-school groups.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children at any one time and of these, three may be in the early years age range. She is currently minding one child in this age range. When working with an assistant, together, they may care for nine children under eight and of these five may be in the early years age range.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children enjoy learning through play as they are supported by this kind and caring childminder. They make good progress in their learning and development. Overall, the childminder works closely with parents to ensure she meets the unique needs of each child. Children's safety is promoted well and they are adopting healthy lifestyles. The childminder successfully identifies strengths and weaknesses in her practice and she demonstrates a good capacity to maintain continuous improvement.

## **What steps need to be taken to improve provision further?**

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

- develop further ways for parents to become fully involved in their child's continuous learning and assessment.

## **The effectiveness of leadership and management of the early years provision**

The childminder has a good knowledge and understanding of child protection issues in order to safeguard the children. To further protect children, adult household members have suitability checks in place. The childminder carries out thorough risk assessments for her premises and outings, which enables children to be safe at all times. All of the required paperwork is well organised and maintained accurately. The childminder's policies and procedures underpin her good childminding service.

Inclusive practice is promoted well; the childminder ensures that she is able to meet the children's needs from the start of the childminding arrangements. Children are learning about multicultural Britain as they play with an interesting range of toys, which promote their understanding of diversity. The childminder makes good use of the space in her home and provides a wide range of toys and activities that encourage children to be active learners. She has a good range of equipment to meet the needs of younger children.

Children benefit from the friendly exchange of information between the childminder and parents on arrival and collection, which ensures their changing needs are met and provides continuity of care. Comments from parents demonstrate that they are pleased with the childminding service they receive. The childminder works closely with other early years settings that children attend to complement the children's learning and to provide continuity of care.

The childminder evaluates her childminding service well. She identifies her skills and areas for development, and attends various training courses to further enhance her skills and promote improvement. The recommendation from the last inspection has been addressed, resulting in further opportunities for children to develop their independence skills.

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

The childminder's home is clean and good procedures are in place to minimise possible cross-infection. For example, children do not attend when they are sick. They learn suitable hygiene skills as they wash their hands during the routine of the day. Parents of younger children generally provide their food; the childminder provides a range of healthy snacks and encourages children to drink from their water cups to keep hydrated.

Children experience daily fresh air and exercise. They develop their physical skills as they use apparatus in the garden, for example, the slide, bats and balls, and sit and ride toys. The childminder promotes children's positive behaviour by giving praise for the smallest of achievements. They begin to learn to keep themselves safe as they practise the fire drill and help to keep their play room tidy to prevent tripping hazards. As a result, children's safety and well-being are promoted well by the childminder.

The childminder has a good knowledge and understanding of the Early Years Foundation Stage framework. Overall, effective systems are in place for planning and assessing children's progress. The use of 'Learning Journeys' to monitor children's progress and education is good. However, opportunities for parents to be fully involved in their child's continuous learning and assessment are not yet fully established. The childminder plans and prepares activities, taking the children's individual interests into account, for instance, exploring different sounds and building with blocks.

Children develop good skills for the future as they practise their early mark-making skills making patterns in corn flour, shaving foam and dough. They spend time problem solving as they build with bricks and fit puzzles together. Children enjoy listening to stories and the childminder encourages their speaking skills by asking questions and making suggestions during their play. Children are investigating programmable toys as they press buttons and wind cog wheels. They find out about living things as they collect leaves at the park to stick on their pictures and observe animals at the farm and when out and about in the community. Children develop their imagination as they play with dolls, cups and saucers and the doctor's set. The childminder has close relationships with the children and they are happy in her care.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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**

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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