

Inspection report for early years provision

Unique reference number	EY430572
Inspection date	24/02/2012
Inspector	Catherine Greene
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 registered in 2011. She lives with her three children aged eight, six and four years in the Victoria area of the London Borough of Westminster. The areas used for childminding are the living room, kitchen, bathroom and two bedrooms. Arrangements are made for daily outdoor play, such as visits to nearby parks and open spaces. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of four children under eight years at any one time, of these two may be in the early years age range. The childminder is currently caring for five children in the early years age group. The childminder can collect children from the local school and attends play groups on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a good knowledge of the Early Years Foundation Stage. She uses self-evaluation effectively and demonstrates a good capacity to making continuous improvements to develop outcomes for children. Overall, resources are easily accessible and support and stimulate children's interest and curiosity. Good relationships have been developed with parents and schools including staff at extra curricular clubs that some children attend. The childminder is highly committed to promoting inclusion. She has a sensitive approach which helps ensure children feel settled, secure and included.

What steps need to be taken to improve provision further?

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

- increase opportunities for children to explore a range of natural materials to support their sensory development.

The effectiveness of leadership and management of the early years provision

Well organised safeguarding procedures are in place to ensure that children are protected. The childminder has a secure understanding of how to recognise and report child protection concerns to the appropriate agencies. Children's safety is a priority and the childminder monitors hazards using effective risk assessments for the premises and outings. She is committed to regularly updating her childcare knowledge and has good support systems in place with the local authority. All necessary policies and procedures are in place and effectively implemented. The childminder is well organised and aware of the welfare requirements and regulatory documentation.

The childminder has developed good relationships with parents. Clear communication at the start of any placement ensures parents are well informed about her service. Parents are encouraged to share information about their children and to contribute on special occasions. Parents' comments include 'the childminder is a great communicator and has no trouble gaining children's confidence, therefore encouraging good behaviour and kindness'.

The childminder encourages inclusion at her setting and embraces languages and culture. She talks to the children about the photos contained in their profiles and shows an interest in their family and home life. She is sensitive to children's emotional well being, ensuring they are well supported before and after school. For example, she accompanies them to extra curricular activities and shares information with staff to support their ongoing needs. Consequently, children are secure and happy and their individual needs and backgrounds are valued.

The childminder is committed to improving her provision to further promote outcomes for children. She makes meaningful plans about how these priorities can be achieved through self-evaluation. Resources are easily accessed and through her self-evaluation process the childminder plans to increase the range. Currently there are limited resources made from natural materials to help children explore their senses. The childminder demonstrates a good level of ambition in her efforts to continuously improve the service. She is supported by clear aims to seek ongoing training and guidance in partnership with the local authority childminding advisor.

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

The childminder has good knowledge of the Early Years Foundation Stage. Children are provided with a range of fun, learning opportunities that are planned around their interests and abilities. The childminder observes and monitors children's progress towards the early learning goals. Useful information is shared by parents at the beginning of the placement which helps her to assess children's starting points. The childminder shares the records of children's developmental progress regularly with parents and includes contributions from them including any partners in children's care.

Children benefit from a calm and interesting learning environment which is very well organised. Educational posters and presentations of their art work and photographs are displayed at their level. Children enjoy helping themselves to the wide range of resources and being supported through adult-led activities. The childminder provides children with secure support to choose from a range of activities including construction, puzzles and dressing up for role play.

Children receive very good support to extend their language skills as the childminder speaks clearly to them and is knowledgeable about how to support

children who speak English as an additional language. Furthermore, they enjoy a wide range of books and all resources are kept in labelled drawers with visual symbols. Consequently children are independent, become confident communicators and develop good skills for their future learning.

Children develop confidently with the childminder as they are provided with an extremely secure settling in period. After school they talk to the childminder happily about their day and approach her when they need help or reassurance. The childminder really enjoys the children and encourages them to feel relaxed and happy which promotes their confidence and learning.

Well organised routines and positive interaction help children feel safe and secure. Children are learning the importance of safe behaviour such as how to cross the road safely on the way home from school. At home all children are involved in the fire evacuation procedure. Children's health is very well promoted as they enjoy eating healthy snacks and meals and help themselves to drinking water when they are thirsty. Regular play sessions are organised outdoors which provide children with fresh air and physical exercise.

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	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	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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