

Inspection report for early years provision

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Inspection date	08/03/2012
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 registered in 1997. She lives with her husband in a four bedroom house in the Neasden area within the London Borough of Brent. The ground floor of the premises is used for childminding purposes and there is a fully enclosed garden for outdoor play. The childminder is registered to care for a maximum of four children under eight years of these; three may be in the early years age group. She is currently caring for one child in the early years age on a part-time basis. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder takes children to local parks, children centres and toddler groups and is available to take and collect children from local schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a secure home where children are happy and relaxed. Children are engaged, happy and interested in their play; however, systems for making observations of their achievements and using these to plan for their next steps are not fully developed. The childminder carries out visual safety checks and recognises potential hazards in her home however she does not record her findings. Positive relationships with parents help the childminder to support children's individual needs. However, parents are not yet encouraged to share, contribute to their children's continuous learning. The childminder has some awareness of her strengths and areas for development however, systems to evaluate and plan for future improvements are not yet established.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- make a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Suitable premises, environment and equipment) 13/04/2012

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

- develop systems of reflective practice and self-evaluation to identify the setting's strengths and priorities for development in order to improve the quality of provision for all children.
- develop the use of observations and assessments to identify learning priorities and match these observations to the expectations of the early

learning goals.

- develop ways in which parents are supported and encouraged to share, contribute and become fully involved in their child's learning and assessment records.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and the childminder has a sound understanding of child protection issues. She understands the importance of reporting any concerns. The childminder creates a secure and welcoming home and she carries out visual safety checks and recognises potential hazards in her home. However, she does not record or monitor the actions taken, and this is a breach of requirements. The childminder is beginning to identify her strengths and areas for improvements although she has not yet established systems for monitoring and evaluating the continued quality of her provision. She has addressed the recommendation from the previous inspection demonstrating a capacity for continuous improvement. For example, accident records are now countersigned by parents.

The childminder organises her home and play resources well to encourage children's independence. Children choose from a stimulating range of toys that are presented within their reach. The childminder ensures that most records, policies and procedures are organised and well maintained. She adopts a positive approach to inclusion and children are beginning to develop a sensitive awareness of diversity and an understanding of the needs of others. The childminder achieves this through a range of activities and resources, which increase their understanding, and knowledge of the wider world. She demonstrates a positive attitude to liaising with professional agencies to ensure that children with special educational needs and/or learning disabilities are equally provided for.

Good working relationships between the childminder and parents ensure children's individual needs are identified and parents are well informed about their children's daily routine and progress. However, she does not yet involve parents in their children's learning to support them to achieve as much as they can in relation to their starting points.. Written comments from parents demonstrate their satisfaction with the service. For example, they say the childminder's patience and kindness are outstanding and that she has strong a strong ability to bond with the children. None of the children she cares for attends other early years settings. However, the childminder has an encouraging 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 happy, secure and enjoy the quality time the childminder spends playing with them. The childminder has a developing knowledge and understanding of the Early Years Foundation Stage and as result children are

making satisfactory progress in their learning and development. She is beginning to observe and record children's achievements but does not use information to identify the next steps for children's learning. This means that she does not effectively plan for their individual learning needs. The childminder helps children to enjoy their play experiences by being involved their play. She sits on the floor and engages very well, talking, praising, smiling and laughing with the children. Consequently, they enjoy her company and are happy, secure and confident. Younger children play with a quality range of toys that promote the development of their senses. They investigate the various sounds of battery operated toys as they learn why things happen and how things work, developing skills necessary to their future success. Children are developing their problem solving skills as they complete simple jigsaw puzzles. They recognise numbers by singing simple nursery rhymes and songs such as ten fat sausages sizzling in a pan and ten little monkeys jumping on a bed.

Children enjoy a range of creative activities such as play dough and painting using a selection of arts and crafts materials. They have good access to a selection of musical instruments as they explore rhythm and sounds. Children choose from a selection of books, writing materials, such as pencils, crayons, chalk and paper developing their early writing skills. They enjoy trips to the local park and the children's centre. This provides opportunities to develop their social skills as they interact with their peers. Children are encouraged to follow good hygiene practices that minimise the risk of cross infection. They learn why they must wash their hands before eating. Parents provide their children's meals and snacks to support their dietary needs. The childminder provides regular drinks so they have suitable refreshments throughout the day. Children enjoy regular fresh air and exercise. For example, they play in the garden and enjoy trips to the local park which promotes their health and well-being. 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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
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	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- undertake a risk assessment of the premises and equipment at least once in each calendar year, and immediately, where the need for an assessment arises.(Suitability and safety of premises and equipment) 13/04/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Arrangements for safeguarding children) 13/04/2012