

Inspection report for early years provision

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Inspector	Marilyn Joy
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 registered in 1992. She lives with her husband and two grown up children in the Royal Borough of Kensington and Chelsea. The whole of the ground floor flat is used for childminding. There is access to a communal garden for outside play.

The childminder is registered to care for a maximum of three children under eight years at any one time. She is currently minding three children 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 attends the local parent and toddler.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children flourish in a stimulating and well-resourced environment where their well-being is effectively supported. Overall, the childminder develops positive relationships with parents, which helps her to meet children's individual needs. Children make good progress overall in their learning and development because the childminder knows them well and offers an exciting variety of experiences. The childminder is enthusiastic in her care of the children and is keen to maintain high standards. She evaluates her practice and has a strong 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:

- involve parents in their child's continuous learning and development as part of the ongoing planning, observation and assessment process; for example, by contributing to their records and sharing planning to encourage their next steps for learning
- reinforce strong foundations in children's home language to support the development of English; for example, by providing opportunities to value their language in songs or number and counting rhymes and use of simple words.

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded because the childminder has effective systems for keeping them safe and protecting them from harm. She has a good

understanding of child protection issues and knows what to do if she has concerns about a child in her care. The childminder successfully completes thorough risk assessments to identify potential hazards so that she can take appropriate steps to keep children safe. All the required documentation is in place and well-organised. This means that the childminder has all the required information to meet children's health and welfare needs.

The childminder is very experienced and has high expectations for the children and her practice. She has addressed the recommendations raised at the last inspection and, as a result, outcomes for children are improved. For example, she has updated her understanding of safeguarding issues and ensured all members of the household have completed suitability checks. The childminder regularly reviews her practice and seeks the views of parents to help her identify areas for further development. Children clearly benefit and thrive in an environment where they are well-cared for. They easily access an excellent variety of high quality resources in an environment that is conducive to learning. The childminder develops a good knowledge of each child's background and needs. She encourages children's awareness of cultural diversity through a wide range of resources and activities, although linguistic diversity is not as well supported.

The childminder forges strong relationships with parents. She informs them about all aspects of the care she provides and gathers clear information about children's individual needs and preferences when they first attend. She uses a diary, as well as daily discussions, to keep parents fully informed about children's ongoing care and experiences. In addition, she maintains records of children's learning and development. However, she does not share these with parents on a regular basis or invite them to contribute and share in planning and encouraging children's next steps for learning. The childminder is fully aware of working in partnership with other agencies or settings children attend. In preparation for children starting nursery, she regularly visits the toddler group to familiarise children with staff and the environment, in order to facilitate a smooth transition.

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

Children experience a broad range of exciting activities and outings which encourage their all-round development. They attend toddler groups with the childminder to socialise with others and explore different resources, indoors and outdoors. They regularly visit the library, learn about living things when visiting the farm or the Aquarium and explore larger play equipment at the park. They explore different media and materials when painting, cooking and during sand play. The childminder helps children set up an elaborate train track with buildings, crossings and bridges and allows them the space and time to develop their own imaginative play. The childminder makes good use of simple activities to incorporate all areas of learning. For example, a visit to a new baby promotes creativity, hand-eye coordination, language and mathematical skills. The childminder introduces counting, size and colours when making and decorating a card. She encourages children to choose and wrap a present and help to plan their journey. Overall, children make good progress in their learning because of the effective support the childminder provides. She has a secure knowledge of child

development and uses this to organise activities that children enjoy. She records children's experiences and achievements, which helps her to monitor their progress. She encourages children's language through relaxed conversations and sharing books and rhymes. However, she does not usually involve parents in this process so they can work together to support children's learning or value their home language. For example, words of a counting rhyme or words in their home language are not always shared. Children enjoy looking at books and listening to stories which are read well by the childminder. The childminder places a strong emphasis on encouraging independence skills and preparing children for the transition to nursery.

Children's good health is promoted well because the childminder has a thorough knowledge of children's individual health and dietary requirements and she ensures these are complied with. Healthy eating is promoted and fresh air and exercise are enjoyed daily. Children often stay overnight and the childminder is careful to agree night-time routines with parents. The childminder does not have her own garden but makes use of the communal garden and local parks. Children experience a good range of opportunities to develop their physical skills. They receive effective support to manage their own personal hygiene and develop good habits for themselves. High quality interaction and well-organised routines help children of all ages in understanding what is expected. They begin to take responsibility and keep themselves safe. They help to tidy toys away so they do not fall over them and are careful when the baby is playing on the floor.

Children develop extremely positive relationships with the childminder and demonstrate a strong sense of belonging in her care. The childminder organises effective settling-in routines with new children, which helps them to settle and gain confidence in her care. Babies relish the comfort and reassurance they receive when unsure and then when ready they are eager to explore the resources available. They enjoy examining a box of bricks and having the space to crawl around. Children squeal with delight when the childminder tells a story with the puppet and tickles their toes. Children receive lots of praise and encouragement, which boosts their self-esteem and makes them feel valued.

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	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

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