

Inspection report for early years provision

Unique reference number	137597
Inspection date	08/03/2012
Inspector	Katie Dempster
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 1984. She lives with her husband and adult daughter in Wembley, in the London Borough of Brent. The whole of the ground floor of the house is used for childminding and there is an enclosed garden for outside play. The family has a cat.

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 four children aged under eight years at any one time; of these, three may be in the early years age group. She is currently minding four children in the early years age range, on a part-time basis. The childminder walks to local schools and a nursery to take and collect children.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are settled and secure in the care of the childminder who, apart from one lapse in documentation, maintains their safety well overall. The childminder uses her observation and assessment process reasonably well and children make sound progress in their learning. Children are able to access a suitable selection of activities, though they have fewer opportunities to learn about diversity in the wider world. The childminder reflects adequately on her practice but does not have a thorough system for self-evaluation. The childminder has developed sound links with parents and others involved in the care and learning of the children. She has sufficient 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:

- provide children with positive images and resources that reflect gender, ethnicity, language, religion, culture, special educational needs and disabilities
- develop the system to monitor and evaluate the quality of the provision to identify the setting's strengths and priorities for development that will improve the quality for all children.

The effectiveness of leadership and management of the early years provision

The childminder has a secure knowledge and understanding of her role and responsibility for helping to protect children from harm and neglect. She has

recently updated her knowledge in safeguarding through training. The childminder's home is safe and secure for children to explore. She conducts suitable risk assessments and minimises potential risks in the home. The childminder has an evacuation procedure in place as well as fire detection and fire-fighting equipment, to ensure children are safe in the event of a fire. However, she does not record evacuation drills to ensure the procedure to help identify and resolve any issues. The childminder has completed a relevant first aid course, which helps her to respond appropriately, if a child has an accident.

The childminder has started to complete some self-evaluation and is able to identify some areas of her practice that she would like to develop. However, her system is not thorough enough yet to consider all aspects of practice. The childminder has completed relevant childcare training workshops, demonstrating her positive attitude to improvement. In addition, she has addressed all previous actions from the last inspection to improve the service offered to children and families. The childminder establishes sound partnerships with parents. There is a regular exchange of information to identify the children's individual needs. For example, parents provide details of the children's routines, developing interests and any on-going health requirements. This ensures that the childminder offers consistent care and meets the children's individual needs. The childminder is aware of establishing links with outside agencies and other settings children attend. Where possible she has started to do this in order to support continuity of children's care and learning.

The childminder has made some efforts to support the children's understanding of equality and diversity. She plans fun activities around some festivals, such as making Easter cakes and rabbit masks. However, children have limited access to resources that are reflective of the wider world in which they live. The childminder organises her home and play resources well, to enable children to make choices independently. Overall, the range of resources is suitable for supporting children's development.

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

Children enjoy their time with the childminder and build trusting relationships, which in turn, help them to feel safe and secure. Children confidently move around the setting, choosing from the range of toys available. The childminder demonstrates that she has a secure understanding of the learning and development requirements. She makes regular observations of the children and uses the Early Years Foundation Stage framework to help her track the children's progress. This compliments what she already knows about each child. The childminder uses the information to help her plan activities so that children make steady progress in their learning.

The childminder appropriately supports children in their learning as she sits with them during activities. She extends their language skills through posing some open-ended questions. For example, while playing with the puzzles she asks the

children questions about the different colours and where pieces fit. Children enjoy many creative activities. They engage in collage, card making and sponge printing. Resources such as bead mazes, shape sorters and building blocks are available to support children's problem solving, reasoning and numeracy skills. Children are steadily developing the basic skills to support their future learning.

Children access the garden where they with resources that promote all areas of learning. Children are encouraged to respect the resources as the childminder reminds them to put away toys before getting more out. Children receive praise and encouragement for their efforts and achievements, which promotes their self-esteem and confidence. They develop an understanding of right and wrong since the childminder has appropriate systems in place to manage behaviour. Children follow basic routines that support their good health and well-being, such as hand washing and brushing their teeth. They are developing a positive attitude to exercise and active outdoor play. Children learn appropriately about staying safe. For example, when on outings the childminder talks to children about road safety and how it is safer to walk on the inside of the pavement.

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	3
The effectiveness with which the setting promotes equality and diversity	3
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	3

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	3
The extent to which children make a positive contribution	3
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:	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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