

Inspection report for early years provision

Unique reference number	101986
Inspection date	23/05/2012
Inspector	Helen Steven

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 has been registered since 1996. She lives with her adult son in a three bedroom house in Cricklewood in the London Borough of Camden. The ground floor is the main area of the home used for minding. There is a secure garden used for outdoor play.

The childminder is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of four children under eight years at any one time; of these, no more than three may be in the early years age group. She is currently minding two children in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy a range of play experiences supporting their learning and development; however, the systems for observation, monitoring and planning are not fully effective. Most documentation is in place to promote the safe and efficient management of the setting. The first aid certificate has expired, however and systems for medication do not meet requirements. Emergency evacuation records are inconsistent. The childminder works alongside parents to meet children's individual needs and has links with other providers of the Early Years Foundation Stage framework. The childminder has a basic system in place for self evaluation; nevertheless she identifies most of the strengths and weaknesses and demonstrates an ability to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- keep a written record of medicines given to children (Safeguarding and promoting children's welfare) (This also applies to both parts of the Childcare Register) 06/06/2012
- request written permission from parents for seeking emergency medical advice or treatment (Safeguarding and promoting children's welfare) 06/06/2012
- complete an appropriate paediatric first aid course by 20 June 2012 (Safeguarding and promoting children's welfare) (This also applies to both parts of the Childcare Register) 20/06/2012

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

- develop a systematic approach to using observations and assessment in order to plan next steps in children's learning
- record details of any problems encountered during regular evacuation drills and how they were resolved

The effectiveness of leadership and management of the early years provision

Children are safeguarded well overall because the childminder has a suitable knowledge of the signs and symptoms of possible concerns and is aware of where to seek guidance. Children are able to play in a safe environment because she has undertaken risk assessments for her home as required and carries out risk assessments for outings to further ensure children's safety. The childminder records when she has checked fire equipment to improve fire safety, but there are no records of any evacuation practices with the children. Most of the required documentation is in place to promote children's health and welfare. However, the childminder's first aid certificate has expired and this impacts on her ability to treat children appropriately in the event of an accident. Systems for medication do not include medication records or emergency permission consent documents. These are breaches of requirements.

The childminder has carried out a basic written self-assessment. Through discussion she demonstrates an ability to reflect on her service and that she is aware of general areas of her practice that are priorities for development. She has addressed the recommendation from the last inspection and has been proactive in securing further training in the Early Years Foundation Stage. This demonstrates her ability to secure improvement in the future. The childminder sets out a suitable selection of resources which are age appropriate and children are able to choose and access further resources during the day. The childminder has positive relationships with parents who are very pleased with the service she provides. She is aware of children's diverse individual backgrounds in order to meet their needs. Parents report that their children are happy and content and feel that she 'loves and cares for their children as if they were her own'. They state that the childminder facilitates 'excellent creative work' for their children. The childminder has links with other providers of the Early Years Foundation Stage framework that children attend. She takes time to be aware of the projects that children are working so that she can further support their progress in this area.

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

Children enjoy an appropriate range of activities which support their development in all areas of learning. As a result, they make generally good progress towards the early learning goals and increasingly, develop skills for the future. Children's independence is encouraged as they have opportunities to self select toys and the

older children often ask for specific activities. Children enjoy removing and replacing items in bags and learn to take responsibility as they are encouraged to put toys away. They develop an awareness of numeracy as the childminder counts with them routinely throughout the day. Age appropriate jigsaws help children to problem solve and introduce babies to shapes. Children are introduced to the pleasure of books and access them independently from an area set aside for reading. Babies communicate with the childminder while she commentates on activities, encouraging them to copy her vocabulary. They begin to explore technology by pressing buttons on electronic toys and this allows them to cause the effect of sound. Arts and crafts activities are a key feature of this setting as the childminder responds to children's interest. They paint masks, create collages make hand prints in clay and create bouncy ball models. Babies explore rhythms as they shake musical instruments to make sounds. They pull themselves to standing and negotiate space as they move around the setting.

The childminder observes children's play to decide what activities they are interested in to support their learning. The system is not fully embedded, however, and so there are missed opportunities to map their progress and to influence individualised planning across all areas of learning. Children are developing an understanding of healthy lifestyles as they are offered nutritious snacks and meals supplied by their parents. They enjoy fresh air and exercise as they regularly go to the local park for physical activities. Children are offered choice in the activities they undertake and are given praise and encouragement throughout the day, for example, when they help put toys away. Babies feel safe and secure with the childminder and are confident when visitors enter the setting. Children have some opportunities to grow vegetables to introduce them to sustainability.

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

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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:

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:

- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for (Arrangements for safeguarding children) (This also applies to the voluntary part of the childcare register) 06/06/2012
- take action as specified in the Early Years section of the report (Records to be kept, Welfare of the children being cared for) 20/06/2012

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 compulsory part of the Childcare Register section of the report (Arrangements for safeguarding children) 06/06/2012
- take action as specified in the Early Years section of the report (Records to be kept, Welfare of the children being cared for) 20/06/2012