

Inspection report for early years provision

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Inspection date	25/07/2012
Inspector	Maria Conroy
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 1996. She lives with her husband in Swiss Cottage in the London Borough of Camden. The whole of the ground floor is used for childminding. There is an enclosed garden for outside play. The family has a dog and a parrot.

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 three children under eight years at any one time. She is currently minding two children on a part time basis both of whom are in the early years age range.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled, and make suitable progress in their learning. However, the childminder does not fully use her assessment system to plan activities that meet children's individual needs and help them develop their knowledge of the wider world. Overall, the childminder forms good links with parents that enable her to promote children's well-being and development. However, there is a breach of a legal requirement linked to children's welfare. The childminder shows a sound capacity to maintain continuous improvement to her provision.

What steps need to be taken to improve provision further?

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

- request parental permission, at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and protecting children's welfare). 13/08/2012

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

- use ongoing observational assessment to inform planning for each child's continuing development through play-based activities that are motivating and challenging and cover all areas of learning
- help children become aware of, explore and question differences in gender, ethnicity, language, religion, culture, special educational needs and disability issues.

The effectiveness of leadership and management of the early years provision

The childminder has a suitable understanding of how to protect and safeguard children. However, she has not requested written parental consent for the seeking of emergency medical treatment or advice. This is a breach of a specific legal welfare requirement. This means that the childminder is restricted in the action she can take in a medical emergency. Evacuation procedures are in place and the children take part in fire drills. The childminder carries out appropriate risk assessments both in the home and for outings. The risk assessments enable the childminder to create a safe environment for children and promote their safety when outside the home. The childminder has a suitable range of resources stored at a low level for children to enjoy and explore. She takes children out regularly to access additional learning experiences and resources at the zoo, farm, library, park and children's centre.

The childminder demonstrates that she has sufficient drive to make further improvement to her childcare provision. She is beginning to identify her strengths and weaknesses although this evaluation process is still in the early stages. She has attended some training to improve her knowledge. For example, she has attended safeguarding training to increase her understanding of child protection issues. Since the last inspection, she has devised suitable formats for the recording of the administration of medication. The childminder uses the support of a local authority development worker to help her make improvements.

The childminder forms good relationships with parents. New parents have access to all the childminder's policies and procedures. The childminder develops a good awareness of children's individual needs by using the 'All about me' booklet with parents. This enables her to obtain helpful information such as children's individual dietary needs, likes and dislikes. The childminder finds out what children can do through discussion with parents. She uses the information gained to help meet children's individual learning needs. The childminder uses effective methods for communicating with parents. For example, she keeps parents well informed by sending them photos of their child engaging in activities. Parents comment that the childminder 'offers a really lovely family environment'. They say 'We are pleased that the childminder has formed a close attachment to our child'. The childminder joins in with children's family celebrations throughout the year. However, the childminder only provides a limited selection of toys, books and activities to help promote children's awareness of diversity. There are currently no children on roll who attend other settings or need support from agencies. However, the childminder is aware of the need to work in partnership with any other settings if the need arises.

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

The childminder has a suitable knowledge of the Early Years Foundation Stage framework. Children make satisfactory progress in their learning and development. They take part in varied activities, both in the home and on outings. The childminder encourages children to explore and develop a positive attitude to learning. However, the systems for observation and assessment are in the early stages. As a result, some of the activities are not sufficiently challenging for individual children. The childminder does not consistently promote learning through play-based activities. She actively promotes children's communication and language skills. For example, the childminder asks open-ended questions during activities to encourage children to think for themselves. Children enjoy listening to various stories and sing favourite songs. They listen to language modelled by the childminder as she talks about what she is doing throughout the daily routine. Children have some opportunity to use battery-operated toys, such as the step piano. This enables them to learn how to use simple technology. Children are becoming familiar with mathematical concepts through the daily routines. They look for numbers on the abacus, complete number puzzles and use shape sorters. Children generally gain the skills they need for their future development.

The childminder provides a warm and welcoming environment. As a result, children are developing their confidence. They are beginning to build strong relationships with others and behave appropriately. The childminder acts as a positive role model and encourages good manners and respect for one another. Children are developing a sense of security and belonging. They are learning to keep themselves safe as they participate in activities such as puppet shows about road safety. Children develop a satisfactory understanding of the boundaries that are in place to keep them safe. They wear wrist straps when they go on outings and stay close to the childminder.

Children develop a good understanding of healthy lifestyles. They learn about healthy foods and grow strawberries in pots in the garden. Children adopt good personal hygiene practices such as placing their hand in front of their mouth when they cough. Children engage in a wide range of physical activities that promote their physical well-being. For example, children visit the zoo, use soft play areas and go to the park.

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	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	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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