

Inspection report for early years provision

Unique reference number	137648
Inspection date	01/05/2009
Inspector	Christine Bonnett

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.

Description of the childminding

The childminder was registered in 1989. She lives with her husband, father-in-law, mother-in-law and three adult children in South Kenton/Wembley, in the London borough of Brent.

The ground and first floors of the house are used for childminding and there is a fully enclosed garden for outside play. There is a small flight of steps leading to the front door.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding one child in this age group. The childminder is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register. She occasionally works with an assistant.

The childminder walks to local schools to take and collect children. The family have no pets.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The childminder treats all children as individuals within a clean and safe environment. She meets their particular welfare needs with warmth and kindness. However, children make limited progress in their learning. The childminder understands the value of continuously improving her practice as it ultimately benefits the children in her care.

What steps need to be taken to improve provision further?

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

- gain knowledge of the six areas of learning to provide a rich and varied environment to support children's learning and development
- develop systems to assess observations, identify learning priorities and plan relevant and motivating learning experiences tailored to the needs of individual children.

The leadership and management of the early years provision

The childminder has a sound understanding of child protection matters, including the procedure to follow to report concerns. She is also safety conscious, and carries out risk assessments on her home and garden to identify and eliminate any hazards to children. In addition, all the required documentation for the safe and efficient management of the provision, and to meet the needs of the children, is in place.

The childminder attends courses and workshops to enhance her childcare skills as she recognises the importance of continuous improvement. Since the last inspection, she has obtained a certificate in first aid to be able to help injured children more efficiently. The childminder develops effective partnerships with parents to ensure the care given to individual children is consistent and appropriate.

The quality and standards of the early years provision

Although children have a range of play resources readily available for them to access, they make limited progress in their learning. The childminder does not assess children's level of achievement, and use this knowledge to plan the next step in their individual learning journey. In addition, the childminder does not have a thorough knowledge of the six areas of learning to ensure that each area is fully included in the play experiences she provides.

Children are well looked after in a very clean home. They enjoy snuggling up to the childminder as she reads to them. They also enjoy a range of freshly cooked meals that take account of their individual dietary needs. Fresh fruit and vegetables are routinely offered. Children begin to understand the benefits of healthy exercise and they have good opportunities to walk to the park and shops, or play in the well maintained back garden.

Children learn about the world around them through acknowledging a variety of world faith festivals, such as Diwali and Christmas. The childminder ensures children learn how to be considerate towards each other and to share and take turns. Any behavioural difficulties are managed using age appropriate and positive methods.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	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

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