

Inspection report for early years provision

Unique reference number	137611
Inspection date	09/11/2011
Inspector	Julie Biddle

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

This childminder registered in 1992 and she lives with her husband in the London Borough of Brent. The whole of the ground floor area is used for childminding. There is a fully enclosed garden for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children under eight years at any one time; of these three may be in the early years age range. The childminder currently cares for three children in the early years age range.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are safe, happy, develop positive relationships with the childminder and make good progress in their learning and development. Resources and activities to widen children's understanding of diversity are rather limited. The childminder is beginning to identify some of the key strengths and weakness within her practice. Most of the required documentation is in place, apart from a complete record of risk assessment. The childminder undertakes some observations on the children, although she does not use them effectively to plan and track progress. The childminder shows sufficient capacity to improve and to make progress on her accomplishments so far.

What steps need to be taken to improve provision further?

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

- make a record of risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident, to include the risk assessment for outings. 30/11/2011

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

- develop observations and assessments to identify children's next steps and track their progress in each area of learning
- extend resources and activities to develop children's understanding of diversity in the local community and the wider world
- update the record of risk assessment to include any assessments of risks for outings and trips

The effectiveness of leadership and management of the early years provision

The childminder has a suitable understanding of the correct procedures to follow should she have concerns about any of the children in her care. The childminder makes sure the home is safe though the record of risk assessment is incomplete. This is a breach of a specific legal requirement. The childminder does not keep a record of risk assessments for outings either, which is good practice. Other records, including those for medication and accidents do support children's safety and well-being appropriately.

The childminder uses the self-evaluation process adequately to identify areas for improvement. She demonstrates an interest in developing her knowledge of systems for effective planning and assessment of the children in her care. This reflects sufficient capacity to make continual improvements. Resources for the children are accessible enabling them to make independent choices. They move around the home freely looking at displays of letters of the alphabet, numbers and songs they enjoy singing.

The childminder supports children adequately in their understanding of local and wider world. She provides them with some basic experiences such as visits in the local community. She plans some creative activities, such as making cards for special occasions like Mother's Day. The childminder values children for who they are and she appreciates their differences. However, the activities and the range of resources to promote children's understanding of diversity within our society are limited.

The childminder obtains information from parents at the beginning of the placement, enabling her to meet the individual care needs of each child. A two-week settling in period helps children to feel fully secure in her care. The childminder works effectively in partnership with parents to support children's individual needs. Parents receive verbal updates and examples of their child's creative work at the end of each day. Parents speak highly of the childminder with comments such as 'an exceptional level of care' and 'she provides a wide range of fun activities.' The childminder is aware of her role in relation to working in partnership with other professionals to meet the needs of the children in her care.

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

Children are busy and content in the care of the childminder. They engage in experiences and activities that stimulate and excite them. The childminder develops an environment where the children feel confident and secure. As a result, they are settled and totally relaxed in her care. She knows each child well and as a result she makes toys and activities available to them, which provide good support for their development overall. Limited records show examples of the children's achievements, through written observations and photographs. This system is in the

early stages of development and does not yet clearly track how the children are progressing in all areas of their learning.

The childminder supports the children as they play. She demonstrates her questioning skills as she asks children to recall a visit to the local park where they feed the ducks. Children gain an understanding of simple mathematical concepts, such as more or less, when they count pairs of scissors. Children have access to resources and activities that support their skills for the future well. They enjoy playing with toys that stimulate their curiosity. Children have great fun as they help to sweep the floor and to wash up after cooking activities. Children have a wonderful time as they roll out and cut dough. They involve the childminder with their play, asking for different colours and tools.

Children are learning some basics about keeping themselves safe through daily activities, such as crossing the road safely. They know that the green man means go and the red man means stop when waiting at road crossings. Children take part in fire drills, which teaches them how to leave the home safely in the event of an emergency. Children are becoming aware of how to adopt healthy lifestyles. They eat freshly cooked food and healthy snacks, such as sliced fruits. Children regularly drink juice and water when they are thirsty, responding to their needs. Children have appropriate opportunities to take part in physical activities, for example, when they go to the local parks. They enjoy using large play equipment such as the slide and they safely climb and slide down. Children are particularly proud as they balance on a chain bridge. Children benefit from fresh air and exercise as they spend time playing out in the garden. They enjoy running around playing outdoor games together and develop their coordination as they play. Children are secure in the setting and generally display confidence and self-esteem. Children are beginning to form positive relationships and they develop skills working independently as well as playing with the childminder. Children receive praise from the childminder and this adds to their feelings of security and confidence.

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	2
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	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