

Inspection report for early years provision

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Inspection date	17/05/2012
Inspector	Caren Carpenter
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 was registered in 2001. She lives with her husband and two children, one of whom is a young adult, in a town house in the London Borough of Hammersmith and Fulham. All areas on the ground floor are used for childminding. Children sleep in a bedroom on the first floor. There is an 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 is registered to care for a maximum of six children under eight years at any one time, of whom three may be in the early years age range. She is currently minding four children in the early years age group on part-time basis. The childminder takes and collects children from local schools. She takes children to local toddler groups, a children's centre, library and local parks.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and secure in the childminder's care and make good progress. Most records are in place although the childminder does not keep an accurate record of children's attendance, a record of risk assessment or seek parental permission for outings. Effective relationships with parents help to ensure that the childminder is fully aware of children's individual needs, which she meets well. The childminder is aware of some of her strengths and weaknesses and demonstrates an appropriate capacity to strengthen and develop the service she provides.

What steps need to be taken to improve provision further?

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

- maintain a daily record of the names of the children
looked after on the premises and their hours of
attendance (Documentation) (also applies to the
compulsory and voluntary parts of the Childcare
Register) 29/06/2012
- keep a record of the risk assessment clearly stating
when it was carried out, by whom, date of review and
any action taken following a review or incident
(Documentation). 29/06/2012

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

- obtain written permission from parents for children to take part in outings.

The effectiveness of leadership and management of the early years provision

The childminder has a sound knowledge of how to safeguard children in her care. She understands how to manage child protection concerns, has all the information in place to report any concerns and is familiar with the Local Safeguarding Children Board procedures. She creates a secure and welcoming environment for the children. She carries out visual safety checks and recognises potential hazards in her home. However, she does not record her risk assessment or monitor any actions taken and this is a breach of requirements. Most records are in place, readily available and stored securely to protect confidentiality. However, the childminder does not accurately maintain a daily record of the names of the children looked after on the premises and their hours of attendance. This is a breach of requirements. In addition, the childminder has not yet obtained written consent from parents for their children to take part in outings. These weaknesses in documentation pose an element of risk to children's well-being.

The childminder has started to reflect on her practice to see where improvements can be made to improve the play and learning experiences she provides for the children. She has made satisfactory improvement since the previous inspection, demonstrating a sound capacity for continuous improvement. For example, she has installed a fire blanket and parents have provided written permission for seeking medical advice or treatment and for administering medication to their children.

The childminder organises her home and play resources well to encourage children's independence. For example, children can easily choose from a varied and interesting range of toys. The childminder adopts a positive approach to inclusion and welcomes all children into her home. Children develop a sensitive awareness of diversity and an understanding of the needs of others. The childminder achieves this through a wide range of activities and resources which increase children's understanding and knowledge of the wider world. She demonstrates a positive attitude to liaising with professional agencies to ensure that children with special educational needs and/or learning disabilities are equally provided for.

The childminder establishes good working relationships with parents which helps her to identify and meet children's individual needs well. She talks to parents before children attend her setting. This helps her find out about their children's individual needs and any other relevant information. She keeps parents well-informed about their children's daily routine and developmental progress. The childminder values parents' comments and is beginning to seek their views through questionnaires to improve the care and learning experiences for the children. Comments from parents demonstrate their satisfaction with the service. For example, they say the childminder provides great support, is flexible and offers

good advice on all aspects of childcare. The childminder has an encouraging attitude towards developing links with other providers to promote a shared approach to children's care and learning should the need arise.

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

Children are happy, secure and enjoy the quality time the childminder spends playing with them. They feel at home in the childminding environment and show developing confidence as they move around freely, selecting activities. The childminder is beginning to observe and record children's progress. She uses photographs of them participating in a varied range of play and learning experiences as evidence of their achievements. She uses her assessments to plan for the next steps in their learning. As a result each child makes good progress.

The childminder helps children to enjoy their activities by being involved in their play. For example, she extends children's learning during a water play activity by encouraging them to identify the numbers of ducks and the different colours of plastic balls they choose to put in the water tray while singing 'Five little ducks went swimming one day.' Babies play with a quality range of toys that promotes the development of their senses. For example, they investigate the different sounds and textures of various objects in a treasure basket.

Children develop good skills for the future. They benefit from good opportunities to develop their problem solving skills and the childminder uses everyday experiences to help them develop their knowledge of shapes and numbers. For example, they complete simple jigsaw puzzles, build, construct, sort and match. They develop good creative skills and enjoy designing and creating pictures using a wide range of colourful arts and craft materials. They enjoy playing imaginatively with dolls, role-play equipment, building resources and small world play people. They confidently use a varied selection of interactive toys which supports their ability to use information technology.

Children enjoy looking at books and listening to stories, helping to develop their communication and language skills. The childminder further supports and makes children's learning fun and interactive by using a selection of story props. This is complemented with trips to the local library for story and singing sessions. Children have good opportunities to socialise with their peers and others as they visit toddler groups, the children's centre and the local park. These outings contribute effectively to their learning and play experiences.

The childminder actively promotes a healthy environment and acts as a good role model. She teaches children effectively about how to stop germs from spreading and they regularly wash their hands after using the toilet and before eating. Parents provide their children's meals and snacks following discussion with the childminder to make sure that children have healthy eating options. The childminder provides regular drinks to help ensure that children are suitably

refreshed throughout the day. Children take part in a varied range of activities that enhance their physical development, for example they visit the local parks and confidently use a range of outdoor play equipment where they practise their physical skills.

Children's develop an appropriate knowledge about personal safety through discussions about the importance of following road safety rules. They also learn through regular fire drill practices and trips to the local fire station. Children's growing confidence is supported because the childminder provides a caring environment. She offers the children praise and encouragement, which helps them gain confidence and self-esteem and helps them develop appropriate behaviour.

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	2
The effectiveness with which the setting promotes equality and diversity	2
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	2
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	2
The extent to which children make a positive contribution	2
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:

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:

- take action as specified in the early years section of the report (Records to be kept) (also applies to the voluntary part of the Childcare Register) 29/06/2012

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 early years section of the report (Records to be kept) . 29/06/2012