

Inspection report for early years provision

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Inspection date	24/03/2011
Inspector	Kim Munday
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 was registered in 2003, she lives with her husband and three children in Alperton in the London borough of Brent. The whole of the ground floor of the house and the first floor toilet facilities are used for childminding, and there is a fully enclosed garden for outside play. The childminder walks to local schools to take and collect children and she attends the local pre-school settings.

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

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy the time they spend with this childminder and they make good progress in their development. The childminder's planning and observational assessment is well underway. Excellent partnerships with parents further enhance children's continuity of care and learning. Children's welfare is promoted through many positive policies and procedures, which underpin the good service offered to children and their families. Self-evaluation is thorough and leads to continuous improvement in the childminder's service.

What steps need to be taken to improve provision further?

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

- develop further, the planning and observational assessment procedures.

The effectiveness of leadership and management of the early years provision

Children's welfare is positively promoted and the childminder maintains her first aid certificate to enable her to manage accidents appropriately. Children are safeguarded because the childminder has a good understanding of child protection issues and she knows the correct procedures to follow should she have any concerns. In addition, the childminder ensures that all adult household members complete necessary Criminal Record Bureau checks. Risk assessments are undertaken and daily visual checks are carried out to maintain a safe environment for the children both on the premises and outings.

The childminder provides an inclusive environment where children are treated as individuals and their interests are taken in to account when planning their day. Children with English as an additional language achieve equally well, because the childminder finds out key words in their first language to help her meet their care and learning needs. The good range of toys and resources are presented attractively for children to explore and investigate both in and outdoors. They are developing an awareness of diversity within our society as they access resources that reflect positive images of other cultures, disability and beliefs. The childminder establishes good links with other providers, such as the Alpertown Children's Centre. Consequently, children are involved in the community and they develop their social skills.

This enthusiastic childminder is able to make accurate judgments about her childminding service and she seeks parents' views as part of her self-evaluation process. She has a strong commitment to developing and improving her practice. For example, she attends training courses and is currently doing a Childcare Foundation Degree. In addition, she uses the internet and obtains specific child minding magazines to keep abreast of child care issues. Given the current good practice and enthusiasm of this childminder, she has the capacity to make continuous improvements.

Partnerships with parents and carers are excellent. The childminder gathers very detailed information about children's development when they first start, as well as any specific requirements to support their welfare and learning. She provides progress reports for parents, which give a clear picture of how children are making good progress towards the early learning goals. Furthermore, the childminder takes individual photos of the children during their play and copies these to a memory stick for the parents to take home each week. Parents and children's views are very much valued and respected by the childminder. Parents' comments show that they are very happy with the childminding service provided and they hold the childminder in high regard, for instance, 'the childminder is providing wonderful care, chn have plenty of entertainment inside and out'. The childminder's news letter and policies and procedures keep parents informed about the childminding service.

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

The affectionate care given by the childminder enables children to develop a sense of belonging and trust. Their growing confidence is supported because the childminder praises them when they achieve the challenges they set themselves as well as when they share resources or play well together. Through the daily routine, children learn good hygiene practices which prevent the spread of germs and promote their good health, for instance, hand washing and disposing of tissues hygienically. Healthy and nutritious meals are provided by children's parents and the childminder makes sure they have regular drinks during the day to keep hydrated. Babies enjoy the closeness and comfort of being bottle fed on the childminder's lap.

Children are learning to keep themselves safe as they help to tidy up their toys, discuss road safety and take part in fire evacuation procedures. They have a positive attitude towards exercise as the childminder ensures they have regular opportunities to be active in the fresh air. In the garden, they spend time riding and steering wheeled toys, crawling and balancing on apparatus.

The childminder has a good knowledge and understanding of the early learning goals. Overall, she has established effective systems for planning and assessing children's progress and she is keen to further enhance her systems. The childminder identifies future learning targets and parents have opportunities to be involved in this process. Children enjoy developing their creative skills as they paint and stick. They practise their early mark-making as they use pencils and crayons to draw and make patterns with their fingers in sand. The childminder encourages children's speaking and listening skills during all activities, and when singing songs and telling stories she uses puppets and props to capture their interest. Children spend time involved in imaginative play as they mimic the childminder by putting on their disposable glove to change the baby doll's nappy.

Children increase their problem-solving skills and their hand eye coordination, for instance, as they fit puzzles together, build with bricks, stack rings and thread beads on the wire. They thoroughly enjoy transporting water to the sand tray in the garden and the childminder brings their attention to the changes in the colour of the water as they add mud. Children find out how things work as they use telephones, cash tills and programmable toys. More able children learn to click and drag the mouse when using the computer. Children experience a wider range of activities at the local Children's Centre, such as planting flowers and exploring different media, such as shredded paper. Children are learning about multicultural Britain as they celebrate festivals, such as Eid, Diwali, and Chinese New Year. Furthermore, they enjoy visits to a local Temple. Children are able to make good progress in their learning with the kindness, support and care of the childminder.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	2
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:	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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