

Inspection report for early years provision

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Inspection date	21/10/2011
Inspector	Martha Darkwah
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 registered in 2003. She lives with her school-aged child in a flat in the Kilburn area of the London Borough of Camden. The main areas used for childminding are the lounge and playroom. There is no garden; however the childminder accesses the estate's partly enclosed grass area. She attends toddler groups, playgroups and takes children to the park and library, all within walking distance.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of four children under eight years. She is currently minding three children in the early years age group. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in a warm and friendly environment where their individual needs are known and supported well. Children enjoy a range of interesting play experiences supporting their learning and development suitably, but activities to promote their awareness of diversity are limited. The childminder is yet to rigorously reflect on her practice and evaluate her service; however, she has successfully addressed recommendations from the last inspection and undertaken some relevant training courses, indicating she is able to secure continuous improvement. Required documentation is in place and children are cared for in a safe and healthy environment, but the risk assessment does not include everything a child may come into contact with. The childminder has good relationships with parents in order to meet children's individual needs, although links with other providers of the Early Years Foundation Stage are less effective.

What steps need to be taken to improve provision further?

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

- improve the risk assessment to include anything that children may come into contact with
- promote equality of opportunity by providing positive images and activities to challenge children's thinking and help them develop respect for equality and for differences in culture, disability, ethnicity, gender, and religion
- develop further positive links with the other practitioners to ensure continuity and consistency for children who attend other settings

- develop a robust process for ongoing self-evaluation that is reflective and covers all aspects of the childcare in order to identify the strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

The childminder has a good knowledge of the signs and symptoms of possible safeguarding issues and how to refer any concerns to ensure children are protected. She attends safeguarding training to update her knowledge and understanding. The childminder shares her policies and procedures with parents to inform them of her childcare practice, some of which are written. Required records are in place to promote children's health and welfare. She carries out a detailed risk assessment for her home and outings, and reviews this annually. However, these do not cover everything children may come into contact with, such as some accessible general storage cupboards, to further support children's safety. The childminder undertakes regular evacuation procedures to ensure any problems are highlighted and resolved.

The childminder has a satisfactory aptitude for continuous improvement. Although she is yet to develop rigorous self-evaluation, she does identify through discussion some areas for further development as well as strengths. This leads to future plans being limited but likely to bring about some improvement. She has addressed all the recommendations set at the last inspection demonstrating an appropriate commitment to secure improvement.

The childminder sufficiently supports equality and diversity. She has inclusive practice and shares information with parents in order to meet children's individual needs effectively. She helps children learn to value diversity through discussions, but there are few resources and activities to further raise their awareness. The childminder has a selection of good quality and age-appropriate resources available each day that support children's learning and development well overall.

Children have the opportunity to undertake a varied range of activities which supports their overall good progress across the areas of learning. The childminder has taken some eye-catching photographs of the children that show some of the exciting activities she organises. The childminder has good systems in place for written observations and assessment to enable children's next steps in learning to inform planning. She successfully links her observations to areas of learning and uses the identified next steps to organize challenging activities for children. The childminder has very positive relationships with parents and has sought their feedback regarding her service. This strong partnership with parents enables the childminder to effectively meet children's individual needs. The childminder shows some commitment to liaising with others who may support children's needs, although information about their school experience is not effectively used to fully support children's achievements and well-being. .

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

Children enjoy a varied range of activities which support their development in all areas of learning well. This ensures they make good progress towards the early learning goals. Activities offered are based on children's interests and support children's learning journeys. Children have a sense of belonging and throughout the inspection demonstrate that they feel secure in the care of the childminder. The childminder is aware of their individual needs and she supports them well. Children are helped to behave very well because the childminder offers praise and encouragement throughout the day. Young children learn how to share and take turns and she helps them consider the needs and feelings of others.

Children snuggle into the childminder and share books with her. Their interest is sustained as the childminder is animated in her delivery of the story. She talks with the children, commentating to extend their vocabulary, asking them questions and offering suggestions. Children learn about their community as they go on walks. Young children learn about numbers as the childminder uses mathematical language throughout the day. They count how many candles in the book build number puzzles and talk about the size of fruits and vegetables in role play.

Children develop understanding of technology. They role play using non-working telephones, toy cash tills and calculators. They enjoy pressing buttons to achieve effects in interactive books. Young children experiment with programmable and mechanical toys. Children access paper and writing materials and enjoy making marks, knowing that writing has meaning. Some of the older children make plausible attempts at choosing the letters making up their names from mini alphabet beanbags. The childminder praises children's efforts and repeats the words phonetically. Taken overall, the children are developing good skills for future learning and activities contribute effectively to children's future economic wellbeing.

Children are developing a good understanding of healthy lifestyles as they are offered healthy snacks and meals; for example, they enjoy cottage pie and vegetables, and have fresh fruit every day. They have access to fresh water as their individual cups are available at all times. Access to climbing frames in the local playgrounds and pre-school enhances children's physical development and risk awareness. They enjoy fresh air and exercise as they go out for walks regularly. Children are encouraged to wash their hands prior to eating.

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	3
The effectiveness of safeguarding	2
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	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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