

Inspection report for early years provision

Unique reference number	EY263595
Inspection date	15/06/2009
Inspector	Audrey Opal Ufot
Type of setting	Childminder

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 2003. She lives in Willesden Green in the London Borough of Brent, close to shops, parks, schools and public transport links. The living room is used for childminding. The childminder has a dog as pet.

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 two children in this age group. She offers care to children aged over five years to 11 years. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder supports children with English as an additional language.

The childminder collects children from the local school and attends several toddler groups on a regular basis.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children are relaxed and happy in the childminder's care. The childminder provides an inclusive and welcoming service; for example, by responding to parents' request to speak to their child in two languages such as Russian and English. Most aspects of the children's welfare are promoted ensuring they are safe and secure at all times. The childminder carries out some observations and records what play materials and toy resources children play with. However, she is still to establish a system to assess and evaluate what children are learning through play experiences and use this to plan for the next stage in the children's learning. She has developed sound partnerships with parents, which ensures children's care and routines are met. The childminder is aware of the benefit of developing a system to self-evaluate and monitor the provision identify targets for improvement.

What steps need to be taken to improve provision further?

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

- obtain all appropriate information from parents including children's starting points
- improve the systems for observations and assessments and use these to plan relevant and challenging experiences for each child
- develop a system of self-evaluation to monitor the provision and identify targets for improvement.

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

- maintain a record of the risk assessment clearly stating when it was carried out, by whom, date of

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review and any action taken following a review or incident (Documentation) (Suitable premises, environment & equipment) (also applies to both parts of the Childcare Register)

The leadership and management of the early years provision

The childminder has attended training, such as the Introduction to Childminding course and first aid training for babies and young children. Children are cared for in a stimulating learning environment where their welfare, learning and dietary requirements are met. The childminder has attended training in the Early Years Foundation Stage (EYFS) Statutory Framework learning and development requirements. With this knowledge she has made some observation of children during their play experiences. However, she does not put this fully into practice by assessing and evaluating what children have learnt during their play in order to use this information to plan for the next stage in their learning.

The childminder has some policies and procedures in place to share with parents. However, she has yet to develop a system to gather information from parents with regards to children's capabilities at their starting points. Parents are provided with details of the procedures to be followed if they have a complaint. The childminder has made links with other professionals in the community such as local schools.

The childminder has assessed potential risks in her home and taken appropriate action to prevent any hazards. For example, safety gates are fitted to stop children leaving the play area and children are supervised well at all times. Children are aware of fire safety because they take part in regular fire drills. Current public liability insurance is in place. However, the risk assessment records do not contain all required information. The childminder has developed a sound understanding of how to protect children if abuse is suspected and she is aware of the reporting procedures to follow. There is no systematic approach in place to self-evaluate and monitor the provision and identifying targets for improvement. However, at the previous inspection one recommendation was made; the childminder has addressed this by correctly positioning the fire blanket and ensuring that in the event of fire appropriate fire equipment is available.

The quality and standards of the early years provision

Children are making satisfactory progress in their learning and development. They are provided with resources that are appropriate for their ages and stages of development. The daily routine gives children the opportunity to play with a range of toys and play materials which the childminder rotates on a daily basis, according to children's interest. For example, children have fun as they play with pop up animal musical activity sets which encourages them to count. Children show excitement as they press buttons and watch toy animals pop up. They show interest as they listen with the childminder to a talking book that encourages them to use language such as big and small. The childminder uses such opportunities to

talk with the children about how to compare sizes. Children also play well along side each other, for example with a garage activity set. They use their imaginations as they pretend transporting their cars in the lift and parking them. At other times children are provided with a treasure basket where they touch and feel a range of sensory texture materials such as rough and smooth and different shaped objects.

Children are developing respect for their own language and that of other. For example, the childminder respects parents' request as she gathers from them words and phrases in their child's home language and uses these appropriately. Children use the attractive and well equipped garden and are supported in their learning and development with regards to their physical development. In addition, the childminder frequently takes children to visit the local area where they meet and interact with other children and adults.

The childminder has formed close relationships with the children in her care and provides them with warm and caring attention. There is sufficient space for children to crawl and explore during play and be comfortable. The childminder treats the children with respect as she talks to them in a calm and sensitive manner and reassures them when needed. Children are encouraged to learn about acceptable behaviour. The childminder has a range of appropriate approaches to suit a variety of situations according to children's different ages. As a result, children are happy and behave well.

The childminder provides children with healthy snacks and regular drinks of water throughout the day. The childminder holds a current first aid certificate and if children have a contagious illness parents are required to keep the child at home in order to reduce the spread of infection.

The childminder maintains a regular two-way flow of information with parents to ensure their children's individual care, food preferences and likes are met and their dislikes recognised. The childminder reports that she has developed secure working relationships with parents. Parents comment through letters that the childminder provides an exceptionally good level of care for their children and that the childminder is very reliable and always attentive to their child's needs. Others comment that they appreciate the childminder's support in encouraging their children's eating patterns and that when they collect their children they receive good feedback. From this they have a clear picture of the activities their children are involved in. Parents further comment that their children are provided with a stimulating and caring environment where their welfare and safety needs are met; and have observed that their children develop both social skills and number skills. The childminder continues to build a working partnership with the early years childminding support network to support her in the implementation of the EYFS.

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?	3
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:

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 (Suitability and Safety of Premises and Equipment)

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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 (Suitability and Safety of Premises and Equipment)

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