

Inspection report for early years provision

Unique reference number	EY272080
Inspection date	30/05/2012
Inspector	Deborah Jane Orchard
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 two children, one aged 13 and the other of adult age. They live in a two bedroom maisonette in West Hampstead, in the London Borough of Camden. The living room and kitchen are used for childminding. There is one bedroom available for babies to sleep and supervised access to toilet facilities upstairs.

The childminder is registered to care for a maximum of four children under eight years, of these; three may be within the early years age group. The childminder is currently caring for five children within the early years age range. Children attend for a variety of sessions. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder walks to local schools to take and collect children. There is no enclosed garden available. However, the childminder takes children to local parks for fresh air and exercise. In addition to English, the childminder speaks Portuguese.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder recognises that each child is unique. She has a secure understanding of children's individual needs. This results in them being able to make good progress in all areas of their learning and development. Helping children in being able to make a positive contribution is a key strength of this setting. The home is mostly well organized to meet the needs of children attending. The childminder is committed to developing her knowledge through ongoing training and reflects on the service she provides. This demonstrates her capacity to make continuous improvements.

What steps need to be taken to improve provision further?

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

- review the premises and risk assess the growing needs of children, so they are able to have independence when using the bathroom.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of safeguarding procedures, which helps protect children from harm. She is aware of possible indicators of abuse and provides a suitable written child protection policy, which includes the required

details. In addition, she maintains a safeguarding folder, which includes relevant government documentation. The childminder has attended additional training to support her knowledge in this area. Adult household members are suitably checked. The childminder carries out written risk assessments to support her in keeping children safe in her care. Currently, the upstairs of the premises is used for supervised access to toilet and wash facilities and for babies to sleep. However, the bathroom door has not been made safe and not all the windows have restricted locks. Currently, only younger children are attending and supervised. However, this may restrict children from being able to use the bathroom alone, as they become more independent. All of the required documentation is in place, regularly reviewed and well maintained.

The childminder provides a welcoming environment for the children. Her home is kept clean and children are able to play, eat and rest comfortably. There is a suitable range of furniture, to meet the needs of children attending such as, safety gates, cot and a buggy. A good selection of toys and resources are stored accessibly. Many of these help promote children's understanding of diversity. The childminder demonstrates that she has the necessary skills to drive further improvements. She attends further training to develop her skills and knowledge. She completes her own self-evaluation to support her in identifying her strengths and some areas for development. She has addressed the recommendation raised at the last inspection, improving outcomes for children.

Partnerships with parents are well established. Parents receive daily verbal feedback. This two-way flow of communication enables good continuity of care. There is a good range of information available for parents, regarding the educational programme. The childminder works closely with parents when children start, to make sure children feel happy and settled in her care. The childminder has links with the local school. She understands the importance of working closely with all parties who are involved in children's learning and development. She prepares children for transitions by spending time talking to them about moving on to new settings.

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

Children share very positive relationships with this caring childminder. They are extremely relaxed and settled, showing a real sense of belonging in her home. Children are being very well nurtured; they receive lots of cuddles, positive interaction and support. The childminder is aware of the uniqueness of each child, which helps her plan suitable activities to meet their individual interests and needs. The childminder makes observations of the children. These include the next steps in their individual learning and show the progress that children make. Individual developmental folders are very well maintained and contain photos of children engaging in activities. These are regularly shared and discussed with parents. Children are very confident and develop very high levels of self-esteem, as they receive lots of praise and encouragement throughout the day. Children's behaviour is exemplary. Even very young children clearly understand the routines and take

responsibility to put things away. Children share excellent relationships with each other, showing great kindness towards their friends.

The childminder spends time talking to children, which supports their language development. Children enjoy looking at books independently and with the childminder. They enjoy creative activities; they have a lovely time using large brushes to paint pictures. They select cutters to make shapes with play dough and develop their small muscle movements, rolling and kneading the play dough. Children have frequent opportunities to socialise with others as they attend local groups. Children develop their imagination; pretending to make beds and go to sleep. The childminder joins in their games, which the children thoroughly enjoy.

Children problem solve as they play with construction toys and puzzles. They use the magnetic stick to move small beads into different sections on the number board. The childminder extends children's learning by counting how many beads they put in each section. Children make necklaces by threading large beads and talk about the colour of these. They explore how things work and why as they press buttons on the programmable toys, developing their skills for the future. They explore the natural world as they collect leaves when they go for walks. Children learn about the lives of others as they recognise different festivals and try a variety of foods.

Children are developing a good understanding of healthy lifestyles. They enjoy looking at a book about brushing teeth and give each other healthy teeth stickers. They benefit from nutritious meals, which meet their individual dietary needs. The childminder takes the necessary steps to prevent the spread of infection. Children are regularly encouraged to wash their hands and blow their noses. They have access to their individual drinking cups throughout the day. Children are able to feel safe as they begin to understand potential dangers. For example, the childminder helps them learn about road safety when they go for walks. Children participate in evacuation procedures, enabling them to understand what steps to take in an emergency. The childminder heightens their awareness of fire safety by providing related children's books. Children are able to feel secure because the childminder is warm and caring.

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	2

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	1
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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