

Inspection report for early years provision

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Inspection date	01/12/2009
Inspector	Siobhan O'Callaghan
Type of setting	Childminder

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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 2004. She lives with her husband and their three children aged 15, 13 and 10 years. The family live in Swiss Cottage in the London borough of Camden. The home is situated on the 18th floor of a block of flats, there is a lift service. The living room, one bedroom and the hall are used as the main childminding areas. There is no outside play area available, thus the childminder takes children on daily outings where they visit the local facilities. There are many local amenities including shops, schools, parks and a library.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She may provide care for a maximum of three children under eight years at any one time, of these, not more than two may be in the early years age group. She is currently caring for four children in the early years age group, all children attend on a part-time basis. The childminder walks to a local nursery to take and collect children. She attends local toddler groups with her minded children. 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.

The childminder provides a warm and welcoming home environment for children. She works closely with parents to ensure that each child has their individual care needs consistently met. Children are making generally good progress in their learning and development as they enjoy the many experiences presented to them. The childminder has developed a secure range of policies and procedures to support the safe management of the Early Years Foundation Stage. She demonstrates a competent approach to instigating improvements to her provision, although she is yet to develop robust systems to ensure that all aspects of her practice are continually reviewed and updated to bring about improved outcomes for children.

What steps need to be taken to improve provision further?

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

- improve further risk assessments so that all outings enjoyed with children are reviewed before embarking on each specific outing
- develop further self-evaluation systems to continually assess all aspects of the provision and therefore, improve outcomes for children
- develop further planning and assessment systems to show how children are making progress in their learning and use assessments to promote their next steps in learning.

The effectiveness of leadership and management of the early years provision

The childminder provides a safe and secure home environment for children where due consideration is given to promoting their personal welfare. For example, the childminder has secure procedures in place to instigate suitability checks for all adults living within the home and she ensures that children are never left unsupervised with un-vetted adults. The childminder has attended recent safeguarding training. She demonstrates a competent knowledge and understanding of how to monitor and where necessary refer any safeguarding children concerns. She carries out regular risk assessments of her home to ensure that potential hazards can be highlighted and removed. However, the childminder is yet to develop full risk assessments for all the outings that she enjoys with children which will further support her in keeping them safe. During the inspection it became apparent that the childminder was in breach of her conditions of registration. She is currently caring for more children than her conditions of registration allow. This is an offence unless the provider gives a reasonable excuse. On this occasion the provider did so and Ofsted does not intend to take further action.

The childminder demonstrates a positive approach to implementing improvements to her provision. She has addressed recommendations raised at her previous inspection and worked hard to establish her knowledge and understanding of the Early Years Foundation Stage framework. The childminder has attended training courses to support her in this journey and she has implemented additional policies and procedures to cover new elements of the framework. However, the childminder is yet to develop fully her planning and assessment systems to ensure that all children receive effective challenges to support their continued progress and development. The childminder organises an accessible environment for children where they have good opportunities to make choices and thus become independent and active learners. Their home backgrounds and cultures are valued and promoted within the provision so children feel a strong sense of belonging. For example, the childminder is able to communicate with some children in their home language as well as in English.

The childminder values working in partnership with parents and the nursery settings that the children attend. She ensures that their integrated care and education is given due focus. Parents are provided with information about her provision and daily routines so they are aware of the experiences their children will engage within. The childminder's secure settling-in procedure is shared with parents, so that a smooth transition is planned to minimise stress and anxiety to their children. Through letters of support and thanks it is apparent that parents are happy with the care their children receive. Parents comments include: 'She is a loving childminder and always meets the children with a warm smile'; 'I am very satisfied and thank you for all your help and support'; 'the children really enjoy their time with you'; 'I'm really happy with the care you provide'. Overall, these positive relationships support children's sense of security and belonging within the provision.

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

The childminder organises an accessible and child-friendly environment for children where it is clear that they are developing strong independence skills. Children confidently help themselves to the good range of resources available to them. The childminder plans a broad range of activities and experiences, both indoors and outside, for children which supports their ability to enjoy and achieve within her provision. Children attend regular toddler groups, library sessions and visits to the local park; there are plenty of opportunities for them to develop their social skills, get fresh air, and engage in energetic play on a daily basis. The childminder has recently developed portfolios for each child in her care to demonstrate how they are making progress in some areas of their learning. These folders contain photographs of children at play along with samples of their art work. However, the childminder has not begun to utilise these assessments to plan for their future learning opportunities, ensuring that they are making progress in all aspects of their learning. Therefore, the monitoring of their progress is currently not robust.

The childminder demonstrates a positive approach to her work with children. She continually engages with them, as she sits on the floor at their level and provides them with enthusiastic support and attention. For example, young children are delighted to explore musical instruments; they enjoy the childminder's close contact as she gives them lots of praise and encouragement for their efforts. Children respond well to this positive interaction which in turn motivates them to learn new skills. For example, young children enjoy the physical challenges of playing a rolling ball game with the childminder. This activity supports the development of their coordination as they learn to guide the ball accurately back to her. Children are supported to develop problem solving skills, as the childminder encourages them to build towers with bricks and to observe how tall they are. Children are happy and content; it is evident that they have established secure and trusting relationships with the childminder, as they approach her for cuddles and attention. She responds warmly to their affections and supports them to feel safe and comfortable in her care. Children are developing good communication skills. The childminder continually encourages them to speak and shares stories and familiar rhymes with them.

Children's welfare is promoted through a positive range of policies and procedures that help to keep them safe. Children learn through their daily routines and experiences how to behave responsibly and safely. For example, older children are taught road safety and the importance of staying close to the childminder when they are out within the local community. All aspects of children's health and well-being are discussed and maintained in liaison with their parents. At present the parents provide all their children's food requirements and milk feeds are made-up and brought to the provision. Children's personal hygiene is competently promoted as the childminder ensures appropriate procedures are in place to regularly change nappies. Children remain comfortable and clean. The childminder supports them to wipe their noses and to clean their hands and faces at appropriate times of the day. The childminder is flexible in her routines, children rest and play according to their individual needs. Children are developing good habits and behaviour

appropriate to good learners, as they observe the positive adult-role models presented to them. They are learning to value differences as they learn about each others languages and cultures. Overall, children are developing many positive skills that help to set some secure foundations for their future learning success.

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

How effectively is the Early Years Foundation Stage led and managed?	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	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
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	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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:	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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