

Inspection report for early years provision

Unique reference number	EY289548
Inspection date	17/02/2011
Inspector	Christine Bonnett

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 registered in 2004. She lives with her two children aged four and seven, and a family friend in Harrow, in the London Borough of Harrow. The ground floor of the house is mainly used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than three may be in the early years age group. She is currently minding one child in this age group. She is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register.

The childminder walks and drives to local schools to take and collect children. The family has no pets.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Each child is recognised as a unique individual, and cared for warmly within this inclusive provision. Although the childminder ensures children's safety at all times, records to demonstrate this are not available. Children generally make progress in their learning and development, however, there are weaknesses in the system used to monitor it effectively. The childminder demonstrates that she has the capacity for improving her practice, and boarding the system used to gather information to assist with the self-evaluate of her work.

What steps need to be taken to improve provision further?

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

- make a record of risk assessments clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident

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

- include details of risk assessment for outings and trips in the record of risk assessments for the premises
- improve systems of observation and assessment in the six areas of learning in order to determine each child's stage of development and to identify the next step in their individual learning journey, in order to demonstrate the progress each child makes towards the early learning goals
- improve the frequency of observations to ensure each area of learning is

included regularly, thereby enabling children to make suitable all-round progress towards the early learning goals

- improve systems to self-evaluate practice in order to identify strengths and priorities for development, and include the views of the parents.

The effectiveness of leadership and management of the early years provision

The childminder has a sound knowledge of safeguarding matters. She is aware of the indicators of child abuse and is clear about the procedure to report concerns. Parents are given details of how to contact Ofsted, should they wish to make a complaint. Generally all the documents and records required for the safe and efficient management of the practice are maintained. However, although the childminder takes steps to ensure children are not exposed to safety hazards within her home, no record of risk assessments are maintained. This is breach of requirements. In addition, the childminder takes appropriate steps to keep children safe on outings, but does not maintain a record of the measure she takes to minimise hazards.

The childminder recognises the value to the children of continuously developing her practice. She has enrolled on a safeguarding course to up-date her knowledge and understanding. The childminder has begun to evaluate her practice and has identified that she needs to develop her observation, assessment and planning skills in order to deliver the learning requirements of the Early Years Foundation Stage more effectively. Currently, the views of the parents are not sought as part of the self-evaluation process. Since the last inspection the childminder has successfully implemented the recommendations made at the last inspection. These include reorganising the available for children to play, and practising the emergency evacuation drill with the children. These measures contribute positively towards the overall well-being of the children.

Children have sufficient space to enjoy their play and are able to freely access age-appropriate resources from the selection in the dining room. All play materials are clean and well looked after to support the sustainability of the setting. Number and letter posters on the walls help to create a pleasant environment for children. The childminder treats all children with respect and equal concern. She has resources, such as multicultural books and dolls, to reinforce their understanding of diversity within society.

The childminder takes appropriate steps to establish effective partnerships with parents. She obtains all relevant information about the child at the start of the arrangement to ensure the care she gives is consistent and appropriate. Information is exchanged with parents at the end of the day to keep them well informed. Parents commented at the inspection that they were happy with the care their child received. The childminder has also established effective links with the school the children attend in order to ensure coherence and consistency in their learning.

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

Children enjoy their time with the childminder as they engage in a variety of fun activities after their day at school. Although the childminder carries out brief observations on the children and links them to an area of learning, the findings are not assessed to enable her to clearly identify the next step in each child's individual learning journey in order to ensure they make appropriate progress towards the early learning goals. In addition, as one observation is done approximately each month, the children's development in each of the six areas of learning is not sufficiently monitored to promote all-round progress.

During the busy period when they arrive home after school, the children happily play imaginative games together, such as 'mothers and fathers'. They play with dolls and pretend to do the ironing. A favourite game is dressing up in Indian outfits and doing 'Bollywood' dancing. They also have the opportunity to look at books and draw. The range of board games enables them to practice counting and matching.

The childminder enables children to develop a healthy lifestyle. Her home is maintained to a good standard of cleanliness. This means that children can play on the floor with no obvious threat to their health. The exclusion periods for children who are unwell ensure there is minimal risk of cross infection between them. Children understand the importance of washing their hands at appropriate times, and do so willingly and independently. The childminder provides healthy and nutritious meals for children. The menu includes fish in parsley sauce, pasta, chicken and broccoli, with spaghetti bolognese being a particular favourite. A variety of fresh fruit is provided when the children arrive home from school. Children have the opportunity to benefit from physical exercise as they routinely walk home from school and play in the back garden on the climbing frame and see-saw. During school holidays the children visit parks, the farm and the cinema to widen their experiences.

Children learn the rules for acceptable behaviour. These include taking off their shoes indoors, and sitting down to eat. The use of good manners and helping to tidy-up is also encouraged by the childminder. Knowing these boundaries enables children to develop a sense of security and well-being. Children are settled and relaxed with the childminder, and confident to express their needs.

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	3
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	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
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	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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