

Inspection report for early years provision

Unique reference number	EY310086
Inspection date	26/01/2011
Inspector	Gulnaz Hassan
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 2005. She lives with her Husband and young daughter in the London borough of Camden close to shops, parks, schools and public transport links. The childminder's home is on the third floor of a block of flats. There is no lift access. The whole of the childminder's home, except for the kitchen and one bedroom, is available for childminding purposes. She has a dog as a pet.

The childminder is registered to work with an assistant. She is registered to care for a maximum of four children under eight years at any one time, no more than three of which may be in the early years age range. She is currently minding two children in this age group. She also offers care to children aged over five years to 11 years. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder collects children from the local school and goes to several toddler groups regularly.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a welcoming and generally inclusive setting for children where they enjoy a variety of play activities and make good progress in their learning. Children's welfare is promoted effectively, although the requirement to risk assess all outings is not fully complied with. However the childminders conscientious practice ensures that children are safe and healthy in her care. There is a close working partnership with parents which contributes to children's individual needs being met appropriately. The childminder reviews her practice effectively and she has established good targets in order to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- carry out a full risk assessment for each type of outing, which takes account of the nature of the outing, and review this assessment before embarking on each specific outing (Safeguarding and promoting children's welfare) 28/02/2011

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

- offer experiences and activities which promote and reflect the backgrounds

and diversity of children so that every child is included and learns from the earliest age to value and have a positive attitude to diversity and difference in others.

The effectiveness of leadership and management of the early years provision

The childminder has effective procedures in place to ensure that children are safeguarded in her care. She has recently updated her knowledge and understanding of child protection issues and informs parents as to her responsibilities regarding child protection. Children keep safe on the premises because she minimises potential hazards throughout the premises. The risk assessments completed by the childminder do not include risk assessments of the journeys. This is a breach of requirement. However the childminder demonstrates effectively the steps she takes to ensure children's safety when they go out.

Children particularly enjoy the provision of a designated play space within the living room with good access to a range of interesting resources and materials. They are encouraged to make independent choices and are well supported by the childminder as she joins them in their play.

The childminder attends training courses to improve different aspects of her childcare practice. She has attended a number of courses since registration which have had a positive impact on outcomes for children since the last inspection. The childminder is in the process of completing a level three early years qualification. She receives advice and support from her local childminding development worker and she uses self-evaluation effectively to reflect on all areas of her practice and highlight those requiring further improvement.

The childminder exchanges information verbally with parents every day. Parents have regular access to children's learning journals and observations, encouraging them to be involved in their children's care and learning. In addition parents and carers receive a handbook containing information about the service and the relevant policies and procedures. The childminder is aware of the need to work in partnership with other providers and professionals if necessary. Parents express high levels of satisfaction with the care their children receive.

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

The childminder has established a good system to observe and assess the children she cares for. These are clearly used to identify children's progress and ability and include information about the next steps in children's learning and development. A daily planner specifies the activities and outings for each day. The childminder clearly considers how to extend children's play. For instance a conversation about a child's dog who had hurt his leg led to a game about vets and discussions about pet care.

Children show much interest in the activities on offer and have fun playing together, for example, they enjoy singing, music and dancing, they participate in role play and a range of craft activities. Children are able to relax and develop self-confidence as they choose and explore from the attractive range of books and play materials. They benefit from the interaction of the childminder as she talks with them, offering help if needed. Children attend a number of children's groups including soft play sessions and they enjoy visits to the zoo and the city farm. The childminder has a generally good understanding of the importance of valuing diversity and supporting inclusion. This is supported by the range of resources available that reflect positive images of diversity and through the celebration of community festivals, such as the Chinese New Year and Diwali. However, the childminder has not fully established a system to ensure that children's individual backgrounds, language and other aspects of their culture are fully reflected and incorporated into the daily activities and routine. They are encouraged to gain skills for the future as they investigate letters, numbers and words and they help the childminder to print of resources from the computer.

The childminder encourages children to adopt healthy lifestyles through the provision of activities and discussions about nutritious foods, regular drinks and exercise. Children are always supervised closely so that they feel secure and increase their own awareness of personal safety. Children learn how to keep themselves safe, for example, when practising emergency evacuations and when walking or using their scooter outdoors. Children are well behaved and respond positively to the childminder. They develop good relationships with each other and gain a sense of belonging as they enjoy each other's company

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
--	---

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	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----