

Inspection report for early years provision

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Inspection date	18/02/2010
Inspector	Audrey Opal Ufot
Type of setting	Childminder

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

T: 0300 123 1231
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.

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Description of the childminding

The childminder was registered in 2006. She lives with her adult sons in Finchley Road within the London borough of Camden. Most of the childminder's flat is used for childminding purposes. Access to the provision is via lifts and stairs to the front door. There is no access to an outdoor area but children are regularly taken to the local park.

The childminder is registered to care for a maximum of five children at any one time. She has four children on roll who are in the early years age range. The childminder is a member of the National Childminding Association. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder collects children from the local school and attends a childminder drop-in group and toddler groups on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are thriving in this welcoming learning environment where they take part in a wide variety of interesting activities. The childminder provides good quality care and education for all children in the Early Years Foundation Stage, linking this to planning which ensures children make good progress in all areas of their learning. High value is given to the uniqueness of each child to promote any special learning needs and their well-being. Children's individual needs are met effectively because the childminder works closely with parents, gathering information about their children's home language and their individual care and developmental needs. As a result, an inclusive service is provided for all children. The childminder evaluates her provision well and demonstrates a commitment to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- increase dressing-up resources to promote equality of opportunity.

The effectiveness of leadership and management of the early years provision

Children benefit from the childminder's knowledge and understanding of safeguarding procedures ensuring they are appropriately protected. She knows what to do if she has concerns about child protection issues and is familiar with the Local Safeguarding Children Board procedures. Regularly risk assessments are carried out for outings, within in the childminder's home, for toys and equipment. As a result, risks to children are minimised. All household members are Criminal Records Bureau checked this further promotes safeguarding for children. All the

required policies and procedures are in place to support children's well-being, which includes a complaints procedure and daily registers.

The childminder demonstrates a strong commitment to improve her practice. She is committed to making further improvements such as translating policies and procedures into different cultural languages and to use a translator to support parents who speak English as an additional language.

She also plans to further extend on cultural resources with regards to dressing-up clothes to ensure children and their parents are provided with an all round inclusive service. She has successfully addressed the recommendations made at the last inspection. For example, there are now installed smoke detectors and a fire blanket and all hazardous substances are stored out of the reach of children. This ensures children's safety is fully safeguarded.

Space and resources within the childminder's home are well organised to ensure young children have sufficient space to crawl and explore and all children have free access to toys and play materials. This supports children in becoming independent learners. The childminder demonstrates a very good understanding of how children learn and develop through play. Children benefit from planned activities inside the home and when they are taken on regular outings in the community such as visits to the local library and parks, to playgroups and toddler groups. Planning is flexible to encourage children to initiate and lead their own play experiences.

The childminder provides an inclusive service and welcomes all children into her care. She is bilingual and therefore is able to speak fluently in French to children who speak this as their home language. This helps the children to feel secure and included. Children's awareness of diversity and the wider world is promoted in some aspects. They have access to a suitable range of resources, activities and discussion about similarities and differences. However, cultural resources in relation to dressing-up clothes are limited. The childminder works closely with other professionals such as speech and language therapists and teachers. She demonstrates a positive attitude to working with other agencies to ensure children with special educational needs and/or disabilities are equally provided for when this becomes necessary.

The childminder works very well with parents and has effective systems in place to obtain and share information with them. For example, she ensures that parents know how their children are progressing and developing as all relevant information is shared between them on a daily basis. Parents are invited to contribute what they know about their children's individual capability and interests when they first start. This enables the childminder to provide appropriate support for any additional needs to ensure continuity of care and learning. The childminder has a positive attitude and has developed links with other providers, this ensures continuity of care and learning for the children who attend after school.

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

Children are developing their confidence and independence as they crawl, walk and move freely exploring the learning environment with its enticing toys and play materials which are displayed. They are happy and well settled in the childminder's care. They naturally go to her for cuddles and reassurance and are relaxed and interact warmly with her. Children have clearly built trusting relationships with the childminder which help them to feel secure and safe. Her caring manner helps children to feel comfortable and at ease with her. The childminder carries out written observation and uses this to assess where children are in their play. Children's achievements are recorded with the use of photographs of them participating in a range of challenging and stimulating play and learning experiences. Plans of activity clearly identify the next steps of the children's learning.

The learning environment is well organised to capture all the children's interest, for example, a treasure basket for young children, where they have a variety of existing sensory materials to touch and feel. This helps children make good progress towards the early learning goals. The childminder spends quality time playing with and joining in the children's play and is skilled in extending their learning through a balance of adult-led and child-led activities which help them to be active learners. For example, children concentrate and enjoy participating in a broad range of activities, such as completing 24 piece jigsaw puzzles and identifying colours. In other situations children repeat short sentences to develop their vocabulary whilst listening to stories. Children are making good progress in their creative development and enjoy participating in a range of creative activities such as play dough, painting, drawing and colouring, creating their own pictures with a range of art and crafts materials. They have many opportunities to find out about everyday technology as they play with programmable toys and use a computer, using a mouse to click into programmes. In other situations with the childminder's support children use a key board to type and send emails. This informs children that there other electronic means to writing and sending letters and also this helps to develop their skills for the future.

Children have good opportunities to socialise with other children. For example, they enjoy weekly outings to the library to choose books, for story and nursery rhymes sessions, as well as participating in art and crafts activities. With these children are developing communication and language skills. Children also have many opportunities to access writing materials such as crayons, pencils, paper and chalk enabling them to develop their early writing skills. Children with English as an additional language are helped to feel secure by the childminder as she talk with them in their home language such as French. They are also learning about their own culture and beliefs and those of others as they participate in cultural festival celebrations such as Ramadan, Eid and Christmas.

The childminder teaches the children to practice good healthy hygiene procedures which minimises the risk of cross infection. All the children have learnt that they must wash their hands before eating and after visits to the toilet. Young children's

hands are wiped with wet wipes. In relation to this, policies and procedures are used effectively. For example, the childminder knows the action to take regarding the care of a sick child, the administration of medication and accident management. The childminder is very proactive in teaching children about a range of safety aspects, such as keeping themselves safe when crossing the roads. Children behave well. Their behaviour is managed appropriately by the childminder. For example, she praises their achievement as she uses words such as 'excellent work' which promotes their self-esteem and confidence. The childminder recognises the importance of using a consistent approach with children and works closely with parents to achieve this.

Children are provided with healthy and nutritious cooked meals and snacks, parents are provided with a sample menu of this. They have easy access to their own cup and bottles of fresh drinking water when they are thirsty. Children have good opportunities to enjoy fresh air and exercise. For example, they are frequently taken to the local park where they climb on climbing frames and use swings and slides. At other times, they attend playgroups where they have many opportunities to play with push and pull toys and ride bikes. This promotes children to lead an active lifestyle and develop their large muscle skills.

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

How effectively is the Early Years Foundation Stage led and managed?	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

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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	2
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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