

Inspection report for early years provision

Unique reference number	EY336901
Inspection date	22/01/2010
Inspector	Chris Banks
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 husband and four children aged 14, 12, 10 and five in a three bedroom flat in the London Borough of Camden. A lounge, bedroom and kitchen are the main areas used for childminding purposes. There is a communal playground in the courtyard of the estate for outdoor play and Regent's Park is also nearby.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of three children, two of whom may be in the early years age range at any one time. She is not registered to provide overnight care. The childminder currently cares for one child in the early years age range on a part-time basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children benefit from the very warm and affectionate care of the childminder. They are happy and well settled because the childminder follows routines which meet their individual needs and knows their personalities and interests well. Children's care and learning needs are effectively met. They are provided with a well balanced range of play opportunities to help achieve their early learning goals before they reach school age. Good support and information sharing with parents helps ensure they are kept well informed about their child's progress. Through a process of self-evaluation and ongoing training, the childminder demonstrates a commitment to further improvement.

What steps need to be taken to improve provision further?

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

- further develop systems for recording next steps in children's learning and development

The effectiveness of leadership and management of the early years provision

The overall welfare of children is positively safeguarded because the childminder demonstrates a strong commitment to act in their best interests at all times. She has a good understanding of child protection issues, is knowledgeable about possible signs of abuse and knows the action to take should she have concerns. In line with requirements, there is also a procedure to follow should any allegations be made against herself or members of her household. The childminder keeps herself professionally well informed by attending safeguarding training at regular intervals. The childminder and her husband have been checked for their suitability to be in contact with children.

Well considered written policies and procedures relating to children's overall health, safety and welfare are effectively put into practice by the childminder. They are cared for in a secure setting with all required safety equipment in place. Good practical precautions to minimise risks are taken and children are well supported well as they learn new skills. In case of emergency, children are familiar with evacuating the premises, as fire drills are regularly practised with them. They are well protected on outings because the childminder effectively shares good road safety practice with them and also discreetly alerts children to other possible dangers. As a consequence, children gradually learn about the benefits of keeping themselves safe.

Children's safety is further protected as arrangements for their safe arrival and collection are well managed. Carefully completed records closely monitor their attendance, with clear arrangements in place to ensure children are only collected by suitable adults.

Children are positively valued and their backgrounds and abilities respected. Through a variety of activities, children are encouraged to learn about the wider world and to respect people who are different from themselves. They enjoy a variety of trips out to local children's facilities, socialising with children from many different backgrounds and celebrating different cultural festivals.

The childminder works very closely with parents to ensure each child's individual needs are taken into good account when planning routines and activities. Highly comprehensive information about each child's needs is gathered as part of the settling in process. This includes a documented discussion about what children already know and can do. The overall process is handled very sensitively with reassuring support given to parents who may be leaving their child in the care of another for the first time. This helps promote an inclusive atmosphere and quickly creates a sense of security for children. As children progress, parents are kept well informed about their child's progress in a range of ways. Daily diaries are completed outlining how the day has been spent and photographic portfolios are used to record children's progress. The childminder ably describes how children's next steps are planned but record keeping systems require some further development.

The childminder demonstrates a strong commitment to providing a good quality service to children and families. She continually evaluates her childcare practice and actively seeks ways to improve. She has attended a number of training events and her commitment is ongoing. This contributes to further developing her already good childcare practice.

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

Children express themselves freely, secure in the knowledge they will receive a consistent, warm response. Their behaviour is well supported and there is close interaction between the childminder and those she cares for. This is because she

knows children well, and uses good techniques to help build their confidence and self-esteem. For example, she understands well how the arrival of a new baby into the family may affect a child and provides particularly sensitive support during this time.

Children's overall learning and development is well promoted. This is because, through training, the childminder is developing a good awareness of how to stimulate children's interest by providing a range of enjoyable activities.

Children choose freely from an easily accessible, good quality range of reasonably diverse play equipment in the small lounge. They explore their surroundings with confidence and enjoy warm, sensitive support from the childminder as their skills develop. Her patience and willingness to listen and respond to children's needs helps them feel valued and secure

Some good observational skills are used by the childminder to determine when children are ready to move onto their next steps. For example, she notes when children are confident to grasp crayons and sensitively supports them in their first excited efforts of mark making. During role play with dolls, the childminder identifies facial features one by one, gently touching the corresponding features of the child's face. When children snuggle in to look at books with the childminder warm cuddles are exchanged. They are encouraged to turn pages for themselves and colourful detailed pictures of birds, animals and insects are explored with curiosity and interest. In preparation for lunch, children thoroughly enjoy the routine of helping tidy away toys and equipment. Stacking beakers are counted in one by one, colours and shapes identified as part of the process and finally, hands are washed.

Each day, children enjoy periods of fresh air and exercise. Well resourced centres with outdoor play facilities, wheeled toys and fixed play equipment are used with open spaces such as Regent's Park also visited on regular basis.

Children's overall good health is positively promoted by the childminder. Good hygiene standards, combined with a well developed sickness policy, helps ensure the risk of infection and spreading of contagious illnesses are minimised. Should a child become unwell in the care of the childminder, all the necessary written consents are in place to ensure advice and help is sought as soon as possible. A current first aid certificate combined with a calm approach also helps ensure she is well equipped to deal with any emergency.

All required records relating to children's overall health are of a good standard. Children's preferences, allergies and special dietary requirements are clearly recorded and the childminder effectively works in partnership with parents to provide healthy, well-balanced meals and snacks.

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

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	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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