

Inspection report for early years provision

Unique reference number	EY337923
Inspection date	18/05/2009
Inspector	Victoria Vasiliadis
Type of setting	Childminder

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.

Description of the childminding

The childminder was registered in 2006. She lives with her husband and two school aged children in Sudbury in the London Borough of Brent. Children have access to the ground floor of the house, a toilet is available on the ground floor and a garden is available for outdoor play. Entry to the home is via one small step at the front of the premises.

The childminder is registered on the Early Years Register as well as the voluntary and compulsory parts of the Childcare Register. She may care for no more than four children under eight years and is currently caring for one child within the early years age group who attends on a full time basis.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are learning and developing and their welfare is being promoted as a result of the childminder's knowledge of the children in her care and through the activities that are provided. The childminder has started to self evaluate her own strengths and weakness but, as yet, has not identified those areas that will make the most impact on improving outcomes for children. The childminder has effective systems in place to share information with parents and carers, which ensures children's individual needs are known and met.

What steps need to be taken to improve provision further?

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

- ensure risk assessments effectively identify hazards within the garden, ensuring that children are safe
- continue to develop the systems for self evaluation to ensure that those areas which have the most impact on improving outcomes for children are identified.

The leadership and management of the early years provision

The childminder shows a commitment to developing her service and has attended several training courses through the local authority in order to develop her knowledge and understanding of child care issues. The childminder has a good understanding and knowledge of the Early Years Foundation Stage and as a result children are making good progress in their learning and development. The childminder is in the early stages of self assessing her practise and, as yet, has not identified areas which would have the most impact on improving outcomes for children.

The childminder is well organised and has good record keeping systems in place to

ensure that children's individual needs, routines, likes and dislikes are known and met. Inclusive practice is promoted within the setting which ensures that children have their welfare needs met and that they achieve well. Parents and carers are encouraged to share what they know about their child, particularly when the child first starts to attend. For example, the childminder has forms in place to find out about children's home languages, dietary requirements and any cultural or religious observances that must be respected. In addition, discussions take place with parents about which languages that they would prefer their child to communicate in and the childminder respects their wishes.

The childminder has a sound understanding of how to keep children safe as she has identified and addressed most hazards within the home. For example, hazardous materials have been made inaccessible to children and a safety gate restricts children's access to the stairs. In addition, the childminder has a good understanding of how to protect children if abuse is suspected and the reporting procedures to follow. Children are supervised in the garden by the childminder to ensure their safety. However, the childminder has not addressed some safety issues. For example, garden implements are accessible and one of the fence panels is broken.

The quality and standards of the early years provision

Children are provided with a range of activities and resources that help them to make progress across all areas of learning. The childminder has started to make observations of children's development and is beginning to develop processes to identify the next steps in children's learning and linking this to planning. She takes into account the children's interests, ages and their abilities when planning for them. The children are settled and content in the childminder's care and they eagerly take part in the activities offered to them. For example, children thoroughly enjoy taking part in music sessions and singing nursery rhymes.

The children's language skills are developing well as the childminder encourages them to think and respond. Simple conversations take place about particular topics which are then extended, leading to further discussions that are linked to colours, shapes and numbers. Children enjoy having stories read to them as they sit comfortably with the childminder who involves them in stories, she allows time to show children pictures and to ask questions.

Children benefit from the positive relationships between the childminder and their parents and carers. There are effective systems in place to share information as a daily exchange of information takes place, this ensures that children's individual needs are respected and met. The childminder works with parents and carers to find out as much information as possible about the children before she commences care. This ensures that she is able to provide consistent care and helps the children to feel secure and settled.

Children are encouraged to learn about acceptable behaviour through the calm approach the childminder adopts. Children receive praise for their efforts and achievements which encourages their self esteem. In addition, children are

beginning to learn that their actions have consequences that may affect their safety. For example, the childminder reminds a child to sit properly on the chair, otherwise she may fall and hurt herself.

Children are learning about making healthy choices as they are encouraged to enjoy a varied and nutritious diet that includes fresh fruit and vegetables. The childminder encourages children to cover their mouths when coughing and to wash their hands after using the toilet. She provides parents with written information relating to sick children and parents are required to keep children at home if unwell with infectious illnesses. These practices help to minimise cross infection.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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
--	-----