

Inspection report for early years provision

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Inspection date	10/03/2011
Inspector	Julie Biddle
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).

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 2007. She lives with her daughter in a second floor flat in the London Borough of Hammersmith and Fulham. There is no secure garden for outside play. Children are taken regularly to local playgrounds and parks.

Access to the flat is via stairs or a lift.

The childminder is registered to care for a maximum of three children under eight years at any one time.

She is registered on the Early Years Register and both compulsory and voluntary parts of the Childcare Register. There are currently two children on roll in the early years age group.

The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a safe child centred environment where the childminder recognises the individuality of each child and so effectively promotes inclusive practice. Children make good progress in all areas of learning, the childminder is skilled at interacting with them and has a good understanding about how children learn and develop. Partnerships with parents are effective and benefit the children because relevant information is shared. The childminder has a good capacity to maintain continuous improvement through accessing training and evaluating her practice.

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 observations, planning and assessments to promote children's learning and to monitor their progress .

The effectiveness of leadership and management of the early years provision

Children are protected and safe in the care of the childminder as required checks to determine suitability have been completed. The childminder's understanding of safeguarding issues and the procedure to follow if concerns arise, further protects children's welfare. Written safeguarding policies, which parents are made aware of ensure they are clear about the childminder's responsibility to protect the children in her care. The childminder carries out regular risk assessments in all areas of her

home and records her findings. The children and childminder practice the evacuation procedure and so helping to ensure safe evacuation of the premises in an emergency. Children are helped to understand why the lift must not be used in an emergency. The childminder routinely discusses safety with the children, reminding them for example, how to look for the green man when crossing the road. The childminder has completed risk assessments for all areas of the home .

The childminder is able to successfully recognise her own strengths and weaknesses, and she considers how she will continue to improve her practice. She demonstrates a good aptitude to improve her practice for example she regularly updates her childcare knowledge by attending training thus benefiting the children in her care. In addition the use of parents' questionnaires ensure the views of service users are considered in the process of self-evaluation.

Children benefit from the very successful relationship the childminder has developed with parents. The detailed information recorded about the children ensures continuity of care and the needs of the children are consistently met. The childminder ensures that parents know how their children are progressing and developing as all relevant information is shared between them on a daily basis. Meaning parents feel included in their child's learning and welfare experiences. Parents are provided with good quality information about the service the childminder provides. Parents speak highly of the childminder in particular her fair and encouraging nature. Further more the childminder has established links with the children's nursery and school to ensure their continued learning and care.

Children have easy access to an exciting variety of toys and learning resources, which capture their interest and motivate them to learn. The childminder organises the environment to allow children to explore freely, thereby assisting them to become independent learners.

The childminder provides an inclusive learning environment where children are treated with respect and kindness. She ensures the learning environment is available and accessible to all children meaning they all have an equal chance to learn and develop.

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

Children are happy and relaxed in the care of their childminder. This is a result of the childminders friendly, calm disposition. The childminder knows the children well and they are valued as unique individuals and their differences appreciated. This in turn adds to their feelings of security and confidence.

The childminder effectively plans opportunities for the children to play and learn both alone and in social groups. Visits to many of the local drop-ins enhance children's opportunities to access different resources, many creative resources and meet their friends.

The childminder has a good knowledge of the Early Years Foundation stage and consequently is focused on ensuring she engages the children in achievable but fun activities. The childminder ensures she observes the children in order to track their progress and plan for their next steps for learning; however her system for self-evaluation has led her to want to improve her systems for assessment of the children.

Children are learning about healthy lifestyles as they have regular opportunities for outdoor experiences and exercise. They benefit from walks in the fresh air and play in the park. Through positive encouragement the children learn how to safely use the large apparatus as they play. Children are offered healthy foods such as fresh fruit for snack times. Main meals are freshly cooked each day and meet the children's dietary requirements. The childminder and children make use of a local allotment and often eat the foods they have grown.

The childminder supports children's language development through good levels of interaction and encouragement. The environment is rich with toys and resources that encourage the children to use their imagination. They are delighted as they play with dolls, buggies and play food. They have fun changing nappies and washing their dolls face with 'real wipes'. They particularly enjoy singing familiar songs. They have great fun as they count as they sing the rocket song. Children are delighted as the childminder lifts them up as the rocket takes off. The childminder uses books to encourage children's enjoyment of pictures, words and sounds as they use interactive books. Children are learning about their own identity and culture and those of others in the local and wider world. They have access to a good range of resources that portray positive images of culture and people with disabilities. The childminder has in place effective behaviour management systems. She is a good role model thus encouraging the children to grow an understanding of what is right and wrong. Children are supported to show sensitivity and kindness to each other.

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
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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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