

Inspection report for early years provision

Unique reference number	EY360371
Inspection date	19/12/2008
Inspector	Audrey Opal Ufot
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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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 2007. She lives with her husband and children aged four years, two years, 16 years and an adult child, in Kilburn in the London borough of Brent. The whole of the ground floor is used for childminding purposes. There is a fully enclosed garden available for outside play. Access to the childminder's home is via a few steps to the front door.

The childminder is registered to care for a maximum of four children at any one time, three of whom may be in the early years age range. She is currently minding one child under five years, full-time. The childminder is also registered on the compulsory and voluntary parts of the Childcare Register. She is not registered to provide overnight care.

Overall effectiveness of the early years provision

The childminder provides an inclusive and welcoming service. She works closely with parents and other agencies. Through a two-way communication book the childminder gathers information from parents about their children. This enables the childminder to appropriately meet the children's individual care and developmental needs. Children enjoy spending time in the childminder's home and are happy and settled in her care.

Children are provided with opportunities to learn through everyday play experiences and a record of observation of what children do is in place. However, the childminder does not yet have a secure knowledge of the Early Years Foundation Stage to plan, evaluate and assess activities to help children move towards the next stage in their learning. Although, the childminder has a positive attitude towards attending training to develop her knowledge and understanding of the Early Years Foundation Stage in order to improve the learning experiences she provides for the children.

What steps need to be taken to improve provision further?

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

- continue to develop knowledge and understanding of the Early Years Foundation Stage, in regard to planning, assessment and the evaluation of activities to promote children's learning and development
- develop a system of self-evaluation to monitor the provision and identify targets for improvement.

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

- maintain a record of the risk assessment for outings clearly stating when it was carried out, by whom, date of review and any action taken following a review or

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incident (Documentation) (Suitable premises, environment & equipment) (also applies to both parts of the Childcare Register)

The leadership and management of the early years provision

Children's welfare is promoted because the maintenance of records, policies and procedures which are required for the safe and efficient management of the Early Years Foundation Stage is in place. The childminder shares this information with parents to ensure that the individual needs and routines of all the children are provided for. The childminder has attended training, such as introduction to childminding courses CACHE Level 3 and first aid for babies and young children. To further develop her knowledge and understanding in childcare the childminder intends to attend training in the Early Years Foundation Stage (EYFS) to further develop her knowledge and understanding of the EYFS learning and development requirements. Also, the childminder is aware that she is required to implement a system for planning, evaluating and assessing what children have learnt through the activities provided.

Parents are offered relevant information about the childminder's service and they are required to complete relevant consent forms. The childminder keeps parents informed about their children's daily routine and their developmental progress. For example, each child has their individual portfolio with photographic evidence of their time spent with the childminder. Parents are also provided with sufficient information advising them on how to make a formal complaint.

The childminder ensures that all adults undergo the relevant checks and unchecked visitors are excluded from the home during childminding hours. The childminder has started to self-evaluate her practice and has identified aspects for improvement. She intends to attend training courses and workshops to address these areas of development.

The quality and standards of the early years provision

Children are developing trusting and friendly relationships with the childminder. This is because the childminder spends quality time playing and responding to their individual needs. Children are making some progress in areas of their learning and development. The childminder makes regular observations of the activities children take part in. However, she does not yet use this information to plan, assess and evaluate in order to move the children towards the next stage of their learning.

Children are provided with opportunities to learn about different festivals as they glue and sprinkle colourful glitter on cards to make Christmas cards. Children are asked by a visitor who they are making the Christmas cards for. Children say they have made it for their 'Mummy'. Children are developing their language skills as the childminder reads their favourite stories, such as 'Sleeping Beauty' and 'Fairy Tails' jig-saw puzzle books. Children with excitement listen attentively to a story

and at the end of each page the childminder encourages them to piece together a six pieces puzzle. This helps the children to re-call what they remember about the story.

Parents provide their children's meals; however, the childminder provides snacks and offers regular drinks throughout the day.

The spacious ground floor is well organised and provides children with many opportunities to explore the range of toys and resources available to them. The childminder ensures that resources are accessible and provide children with variety and challenge. Children's artwork and photographs are displayed in the 'gallery'. Children are familiar with the local environment as they regularly visit local facilities, such as the library and parks. In addition, children have good opportunities to enjoy physical exercise indoors. For example, children play guitar and moves their body from side to side role playing being a 'Rock Star'. Children are generally well behaved. When necessary, the childminder manages situations sensitively, using good methods of distraction to encourage children to share and develop friendships.

The childminder's practice helps to minimise cross-infection and encourages children to learn good hygiene. Hand towels and bedding are provided and are for the exclusive use of each child. The childminder seeks permission from parents for emergency medical advice or treatment. She has an effective medication policy with records of medication administered. Children are safe in the environment that the childminder provides. Children are safeguarded because the childminder has a sound knowledge of child protection issues. However, she is less familiar with the local safeguarding procedures. She has assessed potential risks in her home and taken appropriate action to remove any hazards. However, records for assessing risk for outings is not yet implemented. She teaches children about keeping safe, for example, explaining why the hot kettle is not safe.

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?	3
How well does the provision promote inclusive practice?	3
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?	3
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?	3
How well are children safeguarded?	3

Quality and standards

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

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:

Not Met (with actions)

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

Met

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- develop a written safeguarding policy and procedure (Arrangements for Safeguarding Children)

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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.