

Inspection report for early years provision

Unique reference number	EY365262
Inspection date	30/03/2010
Inspector	Arda Halls
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.

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Description of the childminding

The childminder was registered in 2007. She lives with her partner and two children aged three and four years in the Brook Green area of the London Borough of Hammersmith and Fulham.

The whole of the ground floor flat except one bedroom is used for childminding which is easily accessible by five steps into the house. There is no access to an outdoor area, but children are regularly taken to the local parks.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of four children under eight years at any one time and is currently minding four children under five, two of whom are full time and two are part time before and after school. The childminder walks to local schools to take and collect children and occasionally works with an assistant. The childminder attends the local drop-in groups. The childminder is a member of the National Childminding Association. The childminder has experience of supporting/caring for children with English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy and settled in a child-centred environment where they are safe and successfully supported by the childminder. Children are provided with a good range of play activities which ensures they are progressing well in all areas of learning. The childminder is competent in her understanding of the Early Years Foundation Stage and actively encourages the parents to be involved in all aspects of their children's care and learning. Well developed portfolios depict an efficient trail of children's learning with frequent observations, photographs and clear links to the areas of learning. However, the next steps of children's development are not recorded. Well-written policies and procedures securely underpin the childminder's practice and are available for parents which contributes to an effective partnership between parents and the childminder.

What steps need to be taken to improve provision further?

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

- ensure children's awareness of emergency evacuation is promoted by regular evacuation drills
- continue to develop the systems of recording the individual progress of children to identify children's initial starting points and use the information gained from ongoing observations to clearly monitor children's progress and inform future planning to help move them onto the next stage in their learning

- continue to improve the safety and security by conducting a written risk assessment of any outings taken

The effectiveness of leadership and management of the early years provision

The childminder is well organised and children are cared for in a safe and secure environment supported by effective policies and procedures that are unique to this setting. Children's individual care needs are identified as they start at the setting with daily routines carefully planned to take their needs into account. Parents are pleased with the care of their children and give regular feedback to the childminder to ensure that any issues arising are acted upon immediately. Improvements and changes to the home, such as a new kitchen and bathroom have been well organised and effective in providing a better environment for children.

Children are successfully safeguarded, the information with regards to the protection of children is accurate and the childminder ensures that she attends periodic training through the local authority to have up to date knowledge and successful safeguarding children procedures. Children's safety is maintained as there is a comprehensive risk assessment in place for the home. However, fire evacuation has not been recently practised and written assessments have not been completed for children's outings.

The family home is well-resourced with a wide selection of toys and books which are easily accessible for the youngest of children. There are well organised sleeping facilities for children of all ages and a newly refurbished kitchen provides a suitable eating area and a clear space in which children may play. The childminder recognises children's natural abilities and interests and provides accurate activities for them to support their learning, for example she provides frequent outings to musical groups where children enjoy a range of lively songs and are encouraged to experiment with musical instruments.

The childminder consistently reflects on her practice using the Ofsted self-evaluation form which reflects secure and continual improvements to the service she provides. She recognises that better planning and attending training courses is the best way to improve her service and get the most out of her time with the children. The childminder is enthusiastic and creative. She strives to present an interesting selection of activities to prevent children getting bored. For example, she moves the furniture out of the way when she feels more space is needed for an activity.

The childminder is motivated to care for children for whom she could provide a full and inclusive service. She understands the importance of exploring the children's individual needs fully with the parents and provides an equal opportunities policy which informs parents that all children in her care are provided with activities to reach their full potential. This may mean activities would be adapted to suit the needs of individuals. The childminder embraces the challenges associated with caring for children for whom English is a second language. The children beam with happiness as she playfully engages in speaking a few words of French. She is quick

to follow up explanations in English to ensure that children are prepared to speak in both languages.

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

The children are happy and settled in the childminder's home. They enjoy a wide range of activities and resources such as playing with musical balls and a children's laptop. They are encouraged to be active as they dance about to music and roll balls back and forth indoors. There is a good balance of adult-led and child-initiated activities. The childminder has a good understanding of how children learn as she observes their play to discover their interests and abilities. The children are successfully learning and making good progress although records do not clearly identify the next steps in their learning.

Children's personal development and care is particularly strong. Children benefit from a well organised day in which they are provided with a varied and healthy diet. They are enthusiastic as they eat their lunch including a healthy second course of fruit or yoghurt and a drink before nap time. They benefit from the well organised routine in which they can rest or play according to their needs. Children learn to wash their hands effectively using their own individual towels for hand drying which ensures they develop good hygienic routines. They show an interest in potty training and take the first steps by letting Teddy use the potty first.

Children's positive behaviour is consistently promoted and recognised. The childminder constantly praises the children which helps them develop good self-esteem. Older children demonstrate kindness and consideration to others as they begin to share their toys. They are developing the basic skills that prepare them for future learning. Books are easily accessible and children are encouraged to choose their favourite stories which extends their learning on a variety of topics. They show good concentration skills as they become absorbed in examining a wide variety of picture books. Some activities are more short lived such as imaginary play with dolls. The dolls are quickly put into bed and when the childminder asks if they are cold, the children immediately cover them and move onto something of more interest. They spend long periods of time moving different forms of transport around a fixed beaded frame. This activity is shared well and children engage in making sounds for the different types of transportation. They thoroughly enjoy this activity which helps them develop their imaginative ideas. The childminder is fully involved in all aspects of the children's play and learning.

Regular outings in the local community promote children's knowledge of where they live. Safety on the roads is fully promoted through good practice when walking to school or to local community groups. The childminder provides many opportunities that are beginning to extend the children's understanding of a healthy lifestyle and to promote all areas of learning through a good range of activities and experiences.

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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