

Inspection report for early years provision

Unique reference number	EY395008
Inspection date	15/01/2010
Inspector	Caren Carpenter
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 2009. She lives with her husband and four children in a four bedroom house in the Wembley area within the London borough of Brent. The back reception and kitchen/dining rooms are used for childminding. There is a downstairs bedroom for resting as well as a toilet. There is an enclosed outdoor play area.

The childminder is registered to care for a maximum of five children under eight years at any one time and currently caring for two children in the early years age group.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder takes children to local parks and shops on a regular basis. The childminder walks and drives to local schools to take and collect children.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and are cared for in a warm and welcoming family home, where they are well supervised by the childminder. The childminder values each child as an individual and provides activities according to their individual interest. The childminder discusses children's individual needs carefully with parents so that she can settle them and avoids disrupting familiar routines and comforts. However, parents have not provided written permission for seeking medical emergency treatment. The childminder is beginning to evaluate her ability and skills and is very keen to develop these to benefit the children in the future.

What steps need to be taken to improve provision further?

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

- ensure that a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect, is fully kept and implemented (Arrangements for safeguarding children) 12/02/2010
- ensure parents provide written permission for seeking medical emergency treatment (W1 Safeguarding and promoting children's welfare) 12/02/2010

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

- use observations of children's achievements to identify learning priorities and plan relevant experiences for the next stages in their development
- further extend toys and play resources to provide more choices for the children to enhance their learning and development
- practice the emergency evacuation procedure with children to help ensure their safety
- review the risk assessment procedures to ensure the safety and welfare of the children, paying particular attention to the garden area.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because all household members are suitably vetted. Children are protected from harm and neglect as the childminder has a good understanding of safeguarding. She has all the information in place to report any concerns and is familiar with the Local Safeguarding Children Board procedures. However, the written procedure for the protection of children lacks some necessary details. In addition, parents have not provided written permission for seeking medical emergency treatment. As a result, children's welfare is not fully protected.

Children play safely indoors because the childminder carries out regular risk assessments in all areas of her home to promote their safety and records her findings. However, the risk assessment records do not address some hazards in the garden area.

The childminder has developed a fire emergency plan to be followed in the event of an emergency. However, this has not been practised by the children to enable them to become familiar with it, to assist with their quick and safe evacuation from the home, should the need arise.

The childminder has completed a self-evaluation form highlighting her strengths and weaknesses. She is secure in her understanding of what she needs to undertake to further improve her knowledge, understanding and practice in meeting children's care, learning and play experiences. For example, observing, assessing and recording children's progress and attending training, such as safeguarding to ensure continuous improvement of her service for children and parents.

The childminder organises her home and play resources well, enabling children to make choices freely and safely. However, the selection of play resources available does not offer children exciting choices to further enhance their play and learning experiences.

The childminder offers an inclusive service and welcomes all children into her care. She demonstrates a positive attitude to liaising with professional agencies to ensure that children with special educational needs and/or disabilities are equally provided for. Children are provided with some opportunities to learn about similarities and differences through festival celebrations. This encourages children to feel a sense of belonging and promotes their self-esteem.

The childminder works closely with all parents to ensure individual children's welfare needs are met. Parents are invited to contribute what they know about their children's individual needs and interest. This enables the childminder to help their children settle and to provide appropriate care and support to ensure continuity of care and learning. The childminder keeps parents informed about their children's daily routine and their developmental progress. The childminder has a positive attitude to developing and forming links with other providers to ensure continuity of care and learning for the children.

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

Children feel at home when they arrive as they are well cared for by a warm and caring childminder. The childminder has formed close and loving relationships with the children in her care and is aware of each child's uniqueness. The childminder has a secure knowledge and understanding of the six areas of learning and plans activities in line with children's interests and abilities and to ensure all areas of learning are considered.

The childminder offers good support to the children and helps them to enjoy their learning by being involved in their play. She asks various questions to promote their learning and understanding. For example, during a role-play activity children pretend to go shopping at the supermarket as they select items to put in their shopping baskets to take home. The childminder encourages the children to talk about the food items they are buying and how to pay for the shopping bill by swiping their cards on the till, promoting their communication and language skills. Children spend time completing simple puzzles and identifying numbers, shapes and colours. They enjoy a range of creative activities such as making their play dough models, painting and colouring.

The childminder is beginning to observe children's involvement in different activities. However, information gained from observations is not yet used to move children on to the next stage in their learning. In addition, although children enjoy their play experiences, the selection of toys and play resources available do not provide them with sufficient choices to fully promote their learning and development.

Children enjoy nutritious snacks such as raisins and a variety of fresh fruits daily. Parents ensure that their children are provided with healthy meals that support their dietary needs. In addition, the childminder ensures all children are provided with regular drinks throughout the day. Children have some opportunities to enjoy fresh air and exercise, for example; they visit the local parks and play in the garden to develop their physical skills.

The childminder promotes children's understanding of safety issues, such as, keeping themselves safe when crossing the roads. The childminder understands how to manage children's behaviour appropriately, for example; she praises children's achievements, promoting their confidence and self-esteem. She has clear

and meaningful written guidelines for acceptable behaviour for children, which she shares with parents.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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:

Not Met (with actions)

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:

- ensure that a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect, is fully kept and implemented (Arrangements for safeguarding children) 12/02/2010

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

- ensure that a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect, is fully kept and implemented (Arrangements for safeguarding children) 12/02/2010