

Inspection report for early years provision

Unique reference number	EY404349
Inspection date	05/07/2010
Inspector	Helen Maria Steven
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 February 2010, she lives with her parents and adult sibling in a three bedroom town house in Fulham in the London borough of Hammersmith & Fulham. The main area of the home used is the ground floor. There is a secure garden used for outdoor play.

The minder is registered to care for a maximum of two children in the early years age. She currently has one child on roll. In addition, she works alongside her mother who is a registered childminder. In total there is a maximum of six children under eight cared for in the home of whom five are in the early years age range. The childminder is registered on the Early Years Register, and the compulsory and voluntary parts of the Child Care Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time in the warm and friendly environment where they make choices about their play. The childminder promotes the Early Years Foundation Stage effectively and children's individual needs are met well, although systems in place are not fully embedded. Although the childminder has not yet formally evaluated her service she is reflective and committed to improving her practice by undertaking training to develop her knowledge in order to enhance the care that children receive. Partnerships with parents are strong and the childminder aims to make links with other early years professionals and agencies when appropriate to support children's needs. Overall required records are maintained appropriately and safety measures are effective.

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 the attendance register records actual hours of attendance (Documentation) 06/07/2010

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

- position the fire blanket to ensure that it is easily accessible in the event of a fire
- develop further the observations and assessments to more effectively monitor children's progress towards the early learning goals and to identify and plan for each child's individual next steps for learning
- develop the systems of self-evaluation to monitor all aspects of the setting and build on already good practice in order to promote continuous improvement of the provision and outcomes for children.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because the childminder has a secure knowledge of the signs and symptoms of possible abuse. She undertakes detailed risk assessments for each type of outing and for her premises; however, the current position of the fire blanket is not practical. The space in the childminder's home is used well and toddlers can move around with ease as they self-select from a good range of toys and resources suitable for their age and stage of development. Relevant policies and procedures are in place that promote children's good health and welfare. Systems are in place for all required documentation. However, the attendance record is based on children's contractual hours and does not accurately reflect the actual hours of attendance for every child as required. The childminder holds a first aid certificate which enables her to deal appropriately with accidents.

This is the first inspection since registration and the childminder has yet to formally evaluate her childminding service to ensure that her many strengths are well recorded and areas requiring further improvement are recognised. However, informal reviews of practice are ongoing. The childminder is proactive in updating her knowledge and as a result she demonstrates her capacity to drive ambition and maintain continuous improvement to benefit all children in her care. She is embarking on the Every Child a Talker (ECAT) project at her local childminding drop in group. This project supports practitioners to create a developmentally appropriate, supportive and stimulating environment in which children can enjoy experimenting with and learning language. The childminder works alongside her mother who is also a registered childminder and as a result good practice and ideas are shared.

The childminder provides an inclusive service and children are supported to help them make good progress in their development. Children begin to learn about the world in which they live, for instance, they play with a range of multicultural resources and mix with children from differing cultures at drop in groups. The childminder reports that she has a good relationship with parents and they share information daily, via a diary and on-going conversations. Parents report that they are happy with the care their children receive and have noticed huge improvements in their children's development. The childminder is beginning to monitor and assess children's progress by using photos and observations; this process is still in its infancy and is therefore not fully embedded to inform planning. The childminder is committed to working in partnership with other providers and professionals from other agencies as and when the need arises to support the needs of children in her care.

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

Children enjoy a good range of activities both inside and outside the home which support children's development in all areas of learning to ensure they are making

good progress. Children are well settled and happy and enjoy the company of the childminder and their peers. They have the opportunity to socialise with children from the community when they attend local drop in groups. Their independence is supported as they choose what resources they wish to play with and are afforded opportunities to feed themselves. Children have opportunities to problem solve as they pop shapes into sorters and are supported with shape recognition as the childminder commentates during play. Children are introduced to the pleasure of books as share stories with the childminder; however, the environment is distracting as the television remains on throughout the morning. Children explore electronic toys with interest and smile as they press parts to achieve sound effects. Trips to local parks and drop in groups offer opportunities enhance children's physical development and enable them to develop an awareness of their local community. Young children enjoy playing with small-world models; they push their trains around the wooden track and attempt to connect the engines together. They have the opportunities to express their ideas through media such as mark-making with crayons. The childminder has begun to observe children's play to decide what activities they are interested in to support their learning; however, the system is not yet fully embedded to map children's progress and to influence planning.

Children are developing a good understanding of healthy lifestyles. In partnership with parents children are offered nutritious meals and snacks, for example, cheese and crackers with fresh fruit. They enjoy fresh air and exercise as they go regularly to local parks and walk along the river. Children develop an understanding of keeping themselves safe as the childminder reminds them to take care when toys are in their path. Toddlers demonstrate they are aware of what to do if someone is choking; whilst drinking water they pat themselves when they cough. Children behave well and respond to the childminder's calm approach.

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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