

Inspection report for early years provision

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Inspection date	30/11/2010
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.

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 2010. She lives with her husband and young son in a two bedroom ground floor flat in the Wembley area within the London borough of Brent. The living/dining room and a bedroom are available for childminding.

The childminder is registered for a maximum of four children under eight years. The childminder is currently caring for one child in the early years age group.

The childminder is registered on the Early Years and both the compulsory and voluntary parts of the childcare register. The childminder takes and collect children from local schools. The childminder takes the children to the local park, the children's centre and the local library.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and are cared for in a warm and welcoming home, where they are well supervised by the childminder. The childminder spends quality time with the children supporting their learning and development effectively towards the Early Years Foundation Stage.

Close partnerships with parents contributes successfully to the children's overall well-being. Systems for observations of children's achievements to identify learning priorities are in the early stages. The childminder is beginning to reflect where improvements can be made and identify some solutions to improve the support and experiences she offers to children in her care.

What steps need to be taken to improve provision further?

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

- practise regular fire drills to ensure that children become familiar with the fire evacuation procedure
- further develop the use observations of children's achievements to identify learning priorities and plan relevant experiences for the next stages in their development
- build on toys and play resources to provide greater choices and further learning experiences for the children.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of safeguarding, which ensures that children are well protected. She has all the information in place to report any concerns and is familiar with the Local Safeguarding Children Board procedures. Children's safety is promoted well and the care environment is safe and secure. The childminder has a written risk assessment in place and minimises potential risk by checking her home daily and assessing risks to children when they are outside of the home. The childminder has developed a fire emergency plan to be followed in the event of an emergency. However, this has not been practised regularly 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 the necessary skills to self-evaluate her work with the children. She is able to identify areas to build upon her existing good practice to ensure that children's time with her is positive and rewarding. For example, by building on toys and play resources to provide further learning experiences for the children. The childminder is keen to continually improve her knowledge of the Early Years Foundation Stage and shows a strong commitment to developing and improving her practice.

Space is well organised and provides children with easy access to a variety of activities and learning experiences. The organisation of the toys and play equipment works well and enables children's independence of choice. They are arranged to provide purposeful opportunities for children to access and choose their own play resources and initiate their own play and learning. Flexible daily routines are planned to provide a well-balanced day for the children to have a wide range of experiences, both in the home and the local community. All essential records are in place, readily available, well organised and stored securely to protect confidentiality. Consequently, children are thoroughly protected.

The childminder promotes an inclusive practice which strongly values the uniqueness of each child. Children are provided with opportunities to learn about similarities and differences through festival celebrations. In addition children benefit from trips out to the local children's centre; this enables children to socialise with others and to develop an awareness of the local community and the wider world. The childminder demonstrates a positive attitude to liaising with professional agencies to ensure that children with special educational needs and/or disabilities are equally provided for.

The childminder works successfully with parents and has effective systems in place to obtain and share information with them. She talks to parents before children attend her setting in order to find out about their children's individual needs and any relevant information relating to their children's abilities. The childminder keeps parents informed about their children's daily routine and their developmental progress to ensure their individual needs are met. In addition, each child has their individual profile with some photographic evidence of their time spent with the childminder, which she shares with parents. 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

The childminder has a good understanding of how children learn and develop. She uses her knowledge of the Early Years Foundation Stage well to support her practice. Children are happy, secure and thoroughly enjoy the quality time the childminder spends playing with them. Parents are required to complete an 'All about Me' form, the childminder use the information gain from the form to plan or each child's individual learning. Children's ability and involvement in different activities is observed and recorded using photographs of them participating in a stimulating range of play and learning experiences. The childminder is keen to develop further the use of observations to help identify the next steps for children's learning to enhance their progress towards the early learning goals.

Children have close relationships with the childminder and they enjoy her company. They have built trusting relationships which help them feel self-assured and safe. They are very much at home in the childminding environment and shows good levels of confidence as they move around freely selecting activities of their choosing.

Children are active and inquisitive to explore the resources and they receive efficient support in their play and learning from the childminder. The childminder spends quality time playing with the children and is skilled in extending their learning through a balance of adult-led and child-led activities which help children to be active learners. For example, children eagerly choose their musical instruments and enjoy shaking and banging their instruments with delight as they explore sound and rhythm in response to music.

Babies play with a quality range of toys that promotes the development of their senses. For example, they investigate the sounds and textures of various colourful interesting and stimulating play resources. The show their amazement as they push various buttons on a selection of programmable toys that support their learning as they find out why things happen and how things work. This helps children to develop skills for the future. Children are developing their problem solving skill, for example they complete simple jig saw puzzles and are learning to recognise numbers, shapes and colours.

Children are making good progress in their communication, language and literacy skills. For example, younger children choose from a quality range of books, pointing at farm animal pictures and enjoy making animal sounds. Children have good opportunities to socialise with their peers. For example, they enjoy weekly trips to the libraries for story, singing and nursery rhymes sessions as well as choosing a selection of books to take with them. This effectively promotes their communication and language skills.

The children's individual dietary needs are met in line with the parents wishes. All relevant documentation with regard to health, including specific dietary needs and consent forms are in place and up to date. These positively safeguard children's well-being. Children enjoy fresh air and exercise for example; they visit the local park and use a range of equipment such as, swings and slides to develop their physical skills. Consequently they are learning the importance of being healthy and active through physical play.

The childminder promotes children understanding of safety issues, such as, stranger danger and keeping themselves safe when crossing the roads. The childminder has a calm and friendly manner, which promotes a relaxed and positive environment for all children. She has clear and meaningful written guidelines and simple rules for acceptable behaviour for children, which she shares with parents. The childminder has built close and loving relationships with the children. As a result, children are happy and settled in her care.

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	3
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	3
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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