

Inspection report for early years provision

Unique reference number	EY413750
Inspection date	14/07/2011
Inspector	Jennifer Devine
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 registered in 2010. She lives with her two children aged 18 and 12 years in Shepherds Bush, in the London borough of Hammersmith and Fulham. The whole of the second floor flat except one bedroom is used for childminding. The childminder does not have a garden but she regularly visits local parks with children, for outdoor play.

The childminder is registered to care for a maximum of two children under eight years, of whom two may be in the early years age group. She is currently minding one child in the early years age group and one child in the later years age group, both of whom attend after school. The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children benefit from the warm and affectionate care the childminder provides. This enables them to feel secure and comfortable after school and make steady progress in their development. The childminder has a sound understanding of the Early Years Foundation Stage but has not as yet, developed secure observation and assessment methods to fully support children's learning. The childminder is aware of ensuring children's overall safety is maintained in the home, however she has not included risk assessments for every type of outing, as required. She has good relationships with parents and keeps them well-informed on a daily basis about their child's day. Although the childminder is in the early stages of her self-evaluation process, she demonstrates through discussion, that she has the capacity to make improvements in the service she provides.

What steps need to be taken to improve provision further?

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

- develop observation and assessment methods of children's development in order that it supports the planning for the next steps of each child's learning.
- update the record of risk assessment to include any assessments of risks for outings and trips

The effectiveness of leadership and management of the early years provision

Children's welfare is adequately safeguarded, as the childminder has a sound understanding of her role and responsibilities with regard to child protection. She

knows the indicators of child abuse and the procedures to follow if she was concerned about a child.

The childminder ensures her home is safe, and has written risk assessments in place to identify and minimise any hazards. She has a good awareness of ensuring children are kept safe when out of the home, however she has not included any assessments for outings in her risk assessment, as required.

Play resources are clean and safe. Toys and play materials are stored within the home and are accessible for children to choose their play with the childminder's help. There is sufficient space available to allow children to investigate their surroundings in comfort. The childminder is beginning to self-evaluate her practices and understands why this is important for her continuous development. For example, through discussion she is aware she needs to develop her planning and observations methods and is currently considering further training to support her in developing these skills.

Overall, the childminder provides an inclusive provision to children and families. Children are supported as the childminder is aware of their individual needs and routines through discussion with their parents before they start. The childminder plans trips out to several community activities and this helps children develop an understanding of the world around them. Children receive appropriate and consistent care as the childminder has established good partnerships with parents. She provides comprehensive daily feedback to parents about their child's day and to keep them well informed about their development. She is considering introducing a questionnaire for parents to complete to enable them to give feedback on the service she provides. The childminder has established effective links with the local schools to ensure important messages are relayed back to parents and to ensure continuity of care is provided.

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

Children are cared for in a loving and caring environment in which they feel secure, to investigate their surroundings. The childminder has built up good relationships with the children who are settled and approach her for reassurance and support when they arrive home after school.

The childminder has a sound understanding of the Early Years Foundation Stage and provides a range of toys and activities to ensure children are interested and eager to learn. However, the childminder has not as yet begun to keep written records of observations and assessments on the children's development and therefore doesn't have a clear picture of the next steps for learning.

The childminder plans most days after school out of the home environment, as children take part in after school activities such as swimming or gymnastics club. They also spend a lot of time playing outdoors in the local parks, where they can run around and release their energy after a busy day at school.

Whilst in the home environment, children can choose to play with a variety of activities. They enjoy imaginative play with dolls, spending time caring for them and dressing them up. The childminder supports the children's play, spending some time with them to extend their ideas and then giving them time to play independently. Children's behaviour is appropriate for their age and the childminder has effective strategies in place by offering lots of praise to them to promote their self-esteem.

The childminder has a generally good understanding of developing children's love of books. She has a generally good selection of age-appropriate books and children choose their favourite ones. They sit together with the childminder and enjoy listening to her read. At parents request, the childminder also provides support to children with their school homework, when they arrive home.

The childminder takes reasonable steps to ensure children in her care remain healthy and free from cross infection. The childminder holds a current first aid certificate and this enables her to deal with accidents appropriately. The childminder promotes healthy eating lifestyles. She provides home cooked meals, which are nutritionally balanced and meet the individual children's dietary needs. They are provided with regular snacks of fruit and their drinks are readily available. The childminder promotes good hygiene by ensuring she talks with the children about the importance of washing their hands before eating their meals.

Children are developing their understanding of keeping safe as they practise the fire evacuation procedures. The childminder ensures she talks to children about road safety and always crosses roads at safe points when out walking. Children demonstrate that they feel secure and safe in the childminders care, as they become absorbed in their play. They smile and laugh with the childminder and are confident to play on their own with their choice of toys. However, the lack of clear risk assessments for outings compromises children's overall safety when outdoors.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	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	3
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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	2
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:

Met