

Inspection report for early years provision

Unique reference number	EY312877
Inspection date	26/05/2010
Inspector	Martha Naa Ahimah Darkwah

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 November 2005. She lives with her three children aged 10, six and two years. The home is a two bedroom flat in the North Kensington area in the Royal borough of Kensington and Chelsea. Access to the first floor flat is via stairs and a lift. The living room is the main area of the home used for childminding. The family have two dogs, a Staffordshire Bull Terrier and a Bordeaux, as well as a budgerigar.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to provide care for a maximum of two children under eight years at any one time. There is currently one child on roll in the early years age range. Older children also attend after school.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are secure and happy in this warm and friendly setting. Since the last inspection, the childminder has worked closely with other professionals to develop a working knowledge of implementing the Early Years Foundation Stage requirements to ensure that children make sound progress in all areas of their learning. The childminder works effectively with parents to ensure that children's individual needs are recognised and she has a commitment to make links with other professionals if the need arises. She is yet to establish robust systems to reflect on her practice and identify areas for further development. She has addressed almost all previous actions and recommendations fully; consequently, she shows the capacity to maintain continuous improvement for the benefit of children in her care.

What steps need to be taken to improve provision further?

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

- undertake sensitive observational assessments in order to plan to meet children's individual needs (Organisation) 26/07/2010
- plan and provide experiences which are appropriate to each child's stage of development as they progress towards the early learning goals (Organisation). 26/07/2010

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

- develop the systems of self-evaluation to monitor all aspects of the setting and build on current practice in order to develop a culture of reflective

practice to improve outcomes for children.

The effectiveness of leadership and management of the early years provision

The welfare of children is safeguarded because the childminder demonstrates a commitment to act in their best interests at all times. She has a sound awareness of the possible signs and symptoms of abuse and understands the procedures to follow to report concerns.

Children are safeguarded as the childminder has a sound understanding of child protection issues. She ensures that accidents and incidents are recorded in detail and are signed by parents. She has carried out a risk assessment. A fire drill has been carried out to help children learn how to keep themselves safe in the event of an emergency. The childminder is proactive in considering risks for children when on outings and maintains a record of this in depth for each and every outing, in line with regulations. The childminder has developed written policies and procedures that keep parents informed of her methods of operation in line with regulations. She organises space to enable children to play in the living room and some resources are stored in low level containers in a second bedroom. Toddlers tend to have resources brought to them and have less opportunity to explore the environment and discover items they wish to play with.

Since the last inspection, the childminder has developed sufficient understanding of the requirements of the Early Years Foundation Stage to assist her in implementing the requirements. The childminder has limited systems in place to self-evaluate her practice effectively. The childminder understands the importance of attending training workshops to enhance her skills and knowledge in this area.

The self-evaluation is not currently being used as a tool to identify areas of improvement. However, the childminder has identified that she needs training in this area and has plans for continuous drive for improvement of service. The childminder is yet to develop her self-evaluation system to ensure that her strengths are recorded and areas requiring further improvement are recognised. She reports that she is in the process of receiving training and support from the Early Years Advisor and act on feedback from parents through regular meetings. She is keen to improve and better herself, for example, by attending regular training which is provided to support childminders with their practices.

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

Children are happy and confident with the childminder because she is kind and caring towards them. She plays with them and gives them her full attention when they are in her care. The childminder shares books with the children and talks with them about the pictures in the book. In this way she is extending their vocabulary appropriately. She involves children in puzzle making and using an abacus showing them how to match colours and count. Children's future economic wellbeing is

fostered through these activities which promote their interest in books and numbers and their activities also include play with battery operated and programmable toys.

The childminder has built sound relationships with parents, which help her to provide an individualised and inclusive setting for all the children who attend. For example, she is aware of children's home languages and cultures and is beginning to use this to fully develop a strong sense of belonging. Some toys and activities reflect the diversity of the local community and the childminder celebrates different religious and cultural festivals such as Sikh New Year and Christmas.

Information about the children's time with the childminder is shared verbally at the end of every day and parents are able to read a record of a daily diary and view their children's 'learning journey' books. They feel that they are kept fully informed of their children's activities and progress. The childminder works alongside other agencies as and when the need arises in order to support children's individual needs.

The childminder has begun to take note of children's progress and development. However, the system is in its infancy and not fully embedded. She is eager to develop this aspect of her work to help her to plan further worthwhile activities for them. She teaches children about being helpful through gentle reminders. They learn to share and take turns through play with other children.

Children's health is soundly promoted, for example, children wash their hands prior to eating and the childminder provides them with nutritious snacks and meals. Parents are made aware through the sick child policy that children must not return until they are clear of infection after any bouts of illness. All the required systems are in place to ensure information about children's health, safety and welfare are recorded.

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: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met