

Inspection report for early years provision

Unique reference number	EY331999
Inspection date	06/11/2008
Inspector	Elizabeth Juon
Type of setting	Childminder

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the childminding

The childminder registered in 2006. She lives with her husband and three children aged 16, seven and four years, in Ashford, Middlesex. The childminder uses the whole of the ground floor of the house for childminding. There is an enclosed garden for outside play. The childminder makes use of local facilities, such as parks, the library and toddler groups.

The childminder may care for a maximum of four children at any one time. She is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. She is currently minding two children in the early years age group on a part-time basis.

The family has a cat.

Overall effectiveness of the early years provision

The childminder's caring approach and an essential understanding of health and well-being enables her to promote welfare and provide stable emotional support to the children in her care. The childminder has flexible routines in place and builds these to ensure children are provided with age appropriate learning opportunities to meet their individual needs and keep them actively engaged. The childminder fosters positive relationships with parents to support children and ensures they receive regular feedback regarding their child's progress. The childminder has a positive attitude to continually improving the setting, demonstrated in her recent evaluation of the provision and the risk assessments undertaken to ensure children are safe.

What steps need to be taken to improve provision further?

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

- ensure contact details are readily accessible for the local safeguarding children's board
- further develop knowledge and understanding of how to make effective use of assessment, including how to work fruitfully in partnership with parents and others

The leadership and management of the early years provision

The childminder has completed her self-evaluation and demonstrates an understanding of areas for improvement. The childminder attended a local authority approved childminding training course and is familiar with all the necessary requirements of childminding to help ensure the health, safety and well-being of all the children in her care. She has recently attended an introduction to the Early Years Foundation Stage (EYFS) and shows a willingness to attend further

training to enhance her working practice. The childminder and her family have undergone satisfactory suitability checks to ensure children's safety. She is aware of her duty in safeguarding children and understands the procedures to follow should concerns arise. However, contact details for the local area safeguarding board are not readily available to make a swift and correct referral.

A suitable method for recording and undertaking observations on all the children is used showing photographs of children taking part in a variety of fun, learning opportunities, such as, art and craft. However, the assessment records do not record children's starting points or involve parents in the ongoing observation and assessment process to highlight the next step in children's learning. The childminder gathers full and relevant information from parents about their children to safeguard their well-being. She establishes positive links with parents and consults with them to ensure continuity for the children to adhere to their individual routines, enabling them to settle well in the home. For example, she develops an understanding of the children's culture and ethnic background. This has a positive impact on their emotional welfare. The childminder is known to other carers of the children, such as, pre-school staff, enabling information to be passed to parents. However, at present this relationship does not link to children's learning and development to ensure they are all working towards a common goal to support the child's progress and development.

The childminder does conduct a risk assessment on all areas of the home and garden to identify and minimise potential hazards to children's safety. A fire officer's visit to the home ensured suitable fire precautions are in place, and evacuation routes identified to protect children in the event of an emergency. All other required documentation is maintained to promote the welfare of the children.

The quality and standards of the early years provision

Children seem very well settled and happy in this home. They respond to the individual time and attention they receive from the childminder, who is getting to know each child well. All children are included and valued and have developed sound relationships with the childminder and the other children in the setting. The childminder praises the children for their efforts, for example when constructing with bricks. The childminder automatically introduces vocabulary, numbers and colours as she chats to the children. This reinforces children's learning in a relaxed way. The environment provides a varied range of activities, including resources presenting positive images of people and are accessible in low level storage, enabling children to make decisions about their play. Children learn about the world around them through regular outings, including walks and visits to toddler groups and the library. The childminder's flexible approach to planning enables her to build on the choices that children make, such as, a nature trail in the local park, where children can run freely and collect leaves. This promotes children's physical development and good health, playing in the fresh air.

The childminder discusses behaviour and agrees strategies to manage behaviour with parents and this ensures children receive consistency between home and the childminder. The children behave well and respond to the childminder routines and

simple house rules, such as, sitting at the table for meals. The childminder discusses children's individual routines with their parents, she follows these and this assists children in feeling secure within her home, for example, following their sleep patterns.

The childminder's home is clean, safe and welcoming for children, providing ample space to play. The risk of infection is minimized through the effective procedures in place, for example, providing the children with individual towels to use after they have washed their hands. Children learn about the emergency evacuation and practise it, to ensure they can all leave the house quickly. The childminder teaches the children about the dangers of the road when walking in the community. The children enjoy wholesome nutritious food, which the childminder prepares considering the children's likes and dislikes and individual dietary requirements.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website:
www.ofsted.gov.uk

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

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.