

Inspection report for early years provision

Unique reference number	EY321199
Inspection date	19/01/2009
Inspector	Jane Nelson
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 was registered in 2006. She lives with her partner, in a house in Isleworth in the London Borough of Hounslow. The Kitchen-dining area and living room on the ground floor, and two bedrooms on the first floor of the home, are used for childminding. There is level access to the premises and bathroom facilities are on the first floor. There is an enclosed garden for outdoor play. The childminder is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register, to care for a maximum of five children under eight, three of whom can be within the early years age group. She is currently caring for four children under five, two of whom attend on a part time basis. The childminder regularly attends local parents and toddler groups with the children.

Overall effectiveness of the early years provision

Children's learning and development are encouraged well by the good range of play experiences the childminder provides. Their individual needs are taken into account in the childminder's organisation of the daily routine, ensuring all children are included and their individual routines followed. Although systems for planning and recording children's progress, and promoting partnerships with other settings children attend, are in place, these are not yet fully developed. The close working partnership with parents, results in information being shared well and parents being kept informed of developments in their child's care and learning. Self-evaluation is used constructively by the childminder to identify her own development and training needs. The necessary fire precautions are in place, with the exception of the fire blanket being fitted appropriately.

What steps need to be taken to improve provision further?

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

- continue to develop positive relationships with other settings children may attend, delivering the Early Years Framework, to further enhance children's learning experiences
- continue the development of planning and assessment to identify 'what next' for individual children.
- make sure the fire blanket is fitted according to the manufacturer's instructions

The leadership and management of the early years provision

The childminder plans and provides a good range of play experiences and activities for children, through home based play, regular outings and visits to local pre-school groups, where they have opportunities to interact with their peers in a larger group. Her home is welcoming and well organised to meet children's needs,

with a good range of play equipment that is attractively presented to encourage children's interest and development. Toys and equipment are set out on the floor and in storage crates to enable children to make choices about what they play with and help themselves to equipment. The selection is rotated regularly by the childminder, providing variety and fresh challenges for children.

Information is shared well with parents, resulting in clear communication and promoting good relationships. For example, written information about children's home routines is obtained by the childminder during the initial meetings with parents, enabling her to follow these routines, providing security and familiarity for children. Feedback forms are used by the childminder, to seek parents' views about her service. Parents' responses indicate they are extremely happy with the childminder's service and praise her care of their children. Partnership with other settings, such as, pre-school, nursery groups and schools, that children attend are not yet fully developed, to promote a flow of information between the childminder, parents and the setting. Children's development is creatively recorded and shared with parents in the form of photographs, linked to different areas of learning, however, 'what next' is not consistently planned for and identified for all the children.

Comprehensive and detailed written information, in the form of policies and procedures, is provided and shared with parents. The necessary written records are maintained, and are clear, well organised and stored appropriately. The childminder has a clear understanding of child protection issues and the procedures to follow if concerns arise.

Risk assessments are used effectively to identify and minimise risks to children. A record of when these are reviewed is maintained and any action needed is identified and taken. The necessary fire precautions are in place, with the exception of the fire blanket being fitted according to the manufacturer's instructions, causing a delay in accessibility, should it be needed.

The childminder uses self-evaluation constructively, to identify gaps in her own knowledge and future training needs. She demonstrates a good commitment to continual improvement, through proactively seeking information to improve her practice, such as, introducing the use of Tracker books to record children's development.

The quality and standards of the early years provision

Children are happy and secure in the childminder's care. They are busy and interested in exploring the good range of play materials set out on the floor and in some low storage containers. Young children spend time posting shapes into corresponding holes, reacting by moving their hands when the shape sorter makes a noise, as shapes are posted. They investigate plastic links threaded together and try to separate these, exploring them with their mouths. Children empty cubes and spheres out of a bucket and after rolling and stacking two cubes replace them in the bucket. Older children are excited on their return from nursery, and spend time looking at photographs of themselves in their scrap book, talking about what they

were doing in each photograph and who else is in the photograph.

Children share warm and affectionate interaction with the childminder, who sits with younger children as they play on the floor, making suggestions and showing them how an interactive toy works by pulling its tail. As children vocalise and are saying new words, the childminder repeats the noises or words encouraging their language. Children climb onto the childminder's lap when they feel they want a cuddle or reassurance. Older children enjoy chatting to the childminder as she prepares their lunch, responding to questions about their morning at nursery. Children behave well as they are interested in their play and receive lots of praise and individual attention from the childminder. They are encouraged to be careful and kind in their play and with each other.

Children regularly attend local drop in groups with the childminder, visit places of interest, and have access to play materials and experiences that reflect diversity. This provides opportunities for them to participate in the local community and learn about the wider world

Children learn about good hygiene through practices that are part of their daily routine. For example, younger children see the childminder following good hygiene practices such as washing her own hands, and using wet wipes to clean their hands before and after lunch. Older children are given hand gel to clean their hands at the table before eating lunch, and have their own individual hand towels in the bathroom. Children enjoy healthy snacks of fresh fruit, have drinks when they are thirsty from their own beakers and enjoy their lunch of either sandwiches or rice cakes with cucumber.

Children are well supervised by the childminder and learn about their own safety through gentle reminders as they play. Their understanding of the childminder's evacuation procedure is reinforced through regular practises, which also increases their awareness of what to do in an emergency. Older children talk about, the noise the smoke alarm makes and that they go outside and call the fire man by ringing 999 when they hear the smoke alarm.

Children's physical development and good health are encouraged well through regular exercise and outdoor play, such as, the daily walk to and from school, play in the garden and regular visits to local parks and play areas. Younger children gain confidence as they develop physical skills, such as, crawling and walking independently, with support and encouragement from the childminder.

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?	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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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.