

Inspection report for early years provision

Unique reference number	EY368105
Inspection date	02/12/2008
Inspector	Sandra Laura Bates
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 2008. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her partner and one child aged under five years, in a semi-detached house in Staines, Middlesex. The house is situated in a residential through road, close to local amenities including a park, riverbank, soft play centre, schools and pre-schools. The property is within a short walk of Staines town centre where there is a library and sports centre. The minding is confined to the ground floor of the house where there are washing and toileting facilities and a separate room for sleeping children. The house is accessed via a low step and has a confined entrance area which may not be easily accessed by wheelchair users for example. The rear garden is currently being redeveloped in time for outside play by Summer 2009. The childminder also makes regular use of the nearby park and playground and attends the local parent/carer and toddler group with the younger children. She is registered to care for a maximum of three children at any one time and currently minds three children only one of whom attends on a full time basis. The family have one pet house cat.

Overall effectiveness of the early years provision

The childminder offers quality care and learning opportunities for children that are tailored to their individual needs and stage of development. Inclusion for all children, and positive promotion of their knowledge and understanding of social diversity and the wider world, underpins the childminder's daily practice. The childminder is committed to ongoing training to enhance her practice. She uses self-evaluation and monitoring as effective tools to identify aspects of her service that she would like to improve, and to ensure that children are stimulated and challenged 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 knowledge and skills in delivering the Early Years Foundation Stage
- expand the risk assessment process to include routine outings

The leadership and management of the early years provision

The childminder is very well organised. She structures her day to take into account the needs of all the children in her care. She creates a safe, welcoming, child orientated environment that is conducive to children's learning and enjoyment. Children's welfare is protected because the childminder has a clear understanding of her role and responsibility in respect of safeguarding children. She is confident in her ability to recognise any sign or symptoms of abuse and knows the steps to

take if she has any concerns about children's welfare.

The childminder makes good relationships with parents. She ensures that they are clear about her policies and procedures by providing them with individual information packs when their children are enrolled with her. Regular discussions and detailed daily diaries, to which both parties contribute, help to achieve consistent care for children at home and in the setting. Information about how well children are developing is shared regularly. The childminder makes effective links with other providers of the Early Years Foundation Stage, such as the pre-school that some of the children attend, so that relevant themes can be reflected in her own planning.

All the regulatory documentation is in place and is well maintained. A comprehensive range of supporting policies, procedures, planning documents and records of achievement further professionalise the childminder's service.

The quality and standards of the early years provision

Children make good progress in the six areas of learning. This is due to the childminder's careful planning that ensures that all aspects are included in the range of activities and resources on offer. For example, children participate in a cooking activity that includes choosing a recipe, weighing ingredients and mixing the cake, which involves children's social and creative skills, literacy and aspects of mathematical development. Children have ready access to books and enjoy sharing these with the childminder as they contribute words and sounds to familiar stories. The childminder creates home made resources, such as a tray of tactile materials and talks to the children about how these feel. Children use everyday technology in the form of toy phones and tills for instance. They experience the natural world as they go to feed the ducks at the river. Children enjoy daily opportunities to play energetically in the nearby park. The childminder talks about how she plans to extend this experience for children as they grow and develop their physical skills. The childminder uses her observation and assessment skills to track what children know, and can do, so that she can plan effectively for their next steps in learning. This means that children continue to be interested and engaged in their play. Children freely access only those resources that are appropriate to their age or stage of development, so that they are not presented with any unsuitable materials, such as those with very small parts when babies are present.

Children play and rest in safe and secure surroundings. The childminder regularly assesses and addresses the potential risks in her home and at the playground. She plans to extend this practice to other routine outings. Children begin to learn how to keep themselves safe, for instance, through discussion and demonstration of road safety when on outings. They understand what is expected of them in the event of an emergency, such as a fire, because the childminder regularly practises an escape plan with the children. Appropriate fire protection equipment is in place in the home.

Children are encouraged to observe good hygiene practices and to demonstrate good manners, such as remembering to say 'please' and 'thank you' as they are

served their meals at the table. They enjoy a range of healthy and nutritious eating options, such as fresh fruits at snack time and scrambled eggs and whole meal toast as a light lunch. Parents are well informed about their children's meals as the childminder provides detailed menus and records what children have eaten in their individual daily diaries.

Children generally behave very well and learn to share the resources. The childminder is firm and consistent and children feel secure within understood boundaries. Their self-esteem is promoted through the childminder's recognition of their positive behaviours. She encourages them to explore, try new tasks and to become independent whilst being ready to support children whenever they need it. The childminder fosters an atmosphere of respect for all people, and incorporates activities, resources and outings that help children learn about social diversity and the wider world.

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
---------------------------------------------------------------------------------------------------	-----

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.