

## Inspection report for early years provision

---

<b>Unique reference number</b>	117574
<b>Inspection date</b>	23/04/2009
<b>Inspector</b>	Maria Therese Conroy
<b>Type of setting</b>	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 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.

## **Description of the childminding**

The childminder was registered in 1996. She lives with two adult children. She lives on the Acton and Chiswick borders in the London borough of Ealing. The whole of the ground floor of the house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children at the any time and is currently has six children on roll of whom five are in the early years age group. The childminder is not registered to provide overnight care. The childminder is registered on the Early Years Register and both the compulsory and voluntary part of the Childcare Register.

The childminder attends the local parent and toddler group and is a member of a local childminder support group. The family has no pets.

## **Overall effectiveness of the early years provision**

The overall effectiveness of the setting is good. The childminder has a secure understanding of children's individual needs, the Early Years Foundation Stage (EYFS) and welfare requirements, which results in children making good progress. The childminder provides a range of activities both in the home and through local outings, such as toddler group, which enables children to a access to a variety of play experiences which promote all areas of learning. Parents have access to effective information about the service provided and are kept updated about their child's progress and well being on a regular basis.

## **What steps need to be taken to improve provision further?**

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

- further develop systems for observing children and planning for children's next steps
- develop systems for evaluating practice and planning for future development

## **The leadership and management of the early years provision**

The childminder has begun to build systems to contribute to the process of evaluating the service she provides; for example a parents questionnaire has recently been developed, although has yet to be used to seek parents views. The childminder has identified some areas for future development although the process for evaluating the childminders practice is not fully developed.

There are effective systems in place to share information with parents, for example they are given copies of policies and procedures in place. Parents are updated about their child's well-being daily and children's work is displayed in the play area;

in addition the childminder shares observations which are supported by photographic evidence and discusses children's developmental progress. Effective information is obtained by the childminder to ensure she is able to meet children's individual needs and know their likes and dislikes.

The childminder has a clear understanding how to safeguard children; a written child protection procedure including a child protection statement which parents sign to confirm they are understood. The areas used by the children are safe and suitable for use; risk assessments are undertaken and include outings undertaken by the childminder.

## **The quality and standards of the early years provision**

The childminder plans a wide range of activities covering all six areas of learning both in the home and through local outings. Activities often have a common link, for example, children create a collage of a spider, later that morning they sing 'incy wincy spider' during song time. The childminder uses all activities to promote learning opportunities, for example, while she supports children in constructing the train track, the childminder uses mathematical language such as bigger and smaller, which encourages children to understand the meaning of the word and to use this in their vocabulary.

Observations are in their infancy, they are supported by photographic evidence however the process for analysing the information and identifying children's next steps to promote their individual development is not fully effective.

Children's creativity is effectively promoted as they take part in a wide range of art and craft activities such as foot printing, collage, blow painting and messy play activities such as making shapes in the foam. Children love to dress up and join in with music and movement as they pretend to be sleeping bunnies.

The childminder actively supports children in their play and promotes their language development; they enjoy talking about the different animals and sorting through the plastic animals finding those to match the reference book they are looking at. They enjoy making the different sound the animals make and jumping up and down as they sing 'speckle frogs'.

Resources are well organised to enable children to self-select and have choices as to what they want to play with. The environment is attractively arranged with a small table and bench allowing children to sit comfortably as they complete puzzles and a tray with a selection of books encourages children to sit and look at books.

Children are encouraged to have a healthy life-style, the childminder ensures the children have regular access to outdoor play for example regular trips are made to the park when they run around. The childminder provides a healthy diet such as 'wraps' which children make themselves with a variety of fresh vegetables. Children are encouraged to become independent as they make their own wraps and wash their hands before they eat food.

Children are well behaved, they are encouraged to be kind to each other, they attend regular groups such as toddlers which gives children confidence in socialising with other children of a similar age and sharing toys and equipment. Children are regularly praised for their achievements which gives them confidence and their self-esteem is very much promoted. One child proudly sings 'over the rainbow', the childminder praises the child when they finish and the child responds with a big smile.

Children are learning to keep themselves safe for example they wear hand straps when out walking and the childminder talks to them about the dangers of dogs in the park and how to cross the road safely. Very young children have suitable equipment to allow them to be fed and transported safely for example a double buggy.

## 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

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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](http://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