

Inspection report for early years provision

Unique reference number	EY275533
Inspection date	24/02/2009
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 2004. She lives with her husband, adult child, and 12 year old child, in a house in Isleworth in the London borough of Hounslow, close to shops, parks, schools and public transport links. The living room of the childminder's home and one bedroom are used for childminding. There is an enclosed garden for outdoor play. The family have a pet dog, a rabbit, a hamster, a guinea pig and keep gold fish.

The childminder is registered to care for a maximum of three children at any one time and is currently minding two children under five years. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children receive affectionate care from the childminder and have access to a range of play materials and activities provided in the home environment. Children's individual needs and preferences are known, and elements of their home routines followed, helping all children to participate and feel secure. Information is shared with parents verbally, relating to their child's care and learning. The childminder's use of self-evaluation is limited, resulting in areas for improvement or development, and how these will be achieved not being identified. Most of the welfare requirements are met.

What steps need to be taken to improve provision further?

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

- develop and plan opportunities for children to play and learn, sometimes alone and sometimes in groups of varying sizes
- develop and maintain records of children's learning and development progress, for all children, and plan 'what next' to meet children's development and learning needs
- develop the use of self-assessment to identify areas for development and how these will be achieved

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

- maintain a record of risk assessment (Documentation) 12/03/2009

The leadership and management of the early years provision

The childminder plans activities and play opportunities in the home environment, and makes outings to places of interest, such as local parks and Kew Gardens. She

regularly meets up with other local childminders in their homes, providing some opportunities for children to socialise and interact with their peers. However, these experiences are not extended to include visits to local pre-school drop-in groups, which provide opportunities for children to socialise in a larger group, and access a wider range of play experiences.

The childminder knows the children well and provides a range of suitable play materials and activities, that encourage their development. Although some creative activities provided are more appropriate for older children. Play materials are rotated regularly to provide variety and some are stored in low storage boxes presented at children's height, enabling them to help themselves to toys.

Space in the home is adequately organised to meet children's needs, with some clear floor space for children to play and move around, and an adult size table and chairs which are used for older children's creative activities, table play and meals. Suitable furniture, such as a high chair, booster seat and travel cot are provided, although, children currently sleep in their own buggies. Children are well supervised by the childminder and adequate safety precautions, such as stair gates, are in place. The childminder uses visual risk assessments to monitor safety in the home and on outings. However, the required record of risk assessments is not in place and maintained. The childminder has an understanding of child protection issues and her responsibilities if concerns arise. The childminder is aware of the need to ensure children do not have unsupervised access to any of the pets in the home.

Information about children's starting points is obtained through discussion with parents and the childminder's own visual observations. Written policies are provided for parents about the childminder's service, and ongoing information is shared verbally with parents on a daily basis. The childminder has sought the views of some parents about her service, through the use of a questionnaire and the responses received are positive.

The childminder attends training to increase and update her childcare knowledge, and has addressed the recommendations made during the last inspection, demonstrating a commitment to continual improvement. However, the use of self-evaluation is not effective in reviewing her own practice and identifying areas for future improvement and development.

The required written records are maintained and the necessary information about children's needs is recorded. Although the childminder's daily routine takes into account individual children's attendance patterns and preferences, systems for monitoring their learning and development are not in place for all children, or maintained consistently. This results in children's next steps and how they will be supported in achieving these, not being identified.

The quality and standards of the early years provision

Children are happy and secure in the childminder's care. They respond to her affectionately, climbing onto her lap for cuddles, older children chat as they play,

asking questions and frequently calling the childminder's name. Children enjoy play in the childminder's home, using play materials, such as dolls, buggies and building blocks. Older children enjoy activities, such as using a glue stick to stick feathers and sequins onto paper, feeling the feathers on their face and picking up sequins with their fingers. However, some play opportunities, such as a pre-made card making activity, are adult directed and more appropriate for older children.

Children receive individual attention from the childminder. For example, she chats to a younger child, sitting in a high chair, as they explore and shake building blocks, watching the liquid inside them move, while supervising an older child using a glue stick. Children have some opportunities to socialise with other children during visits to other childminder's homes, however, their experiences are limited by few opportunities to increase their confidence and experience different play opportunities in a larger group of children.

Children behave well, they are interested in their play, and help the childminder in clearing toys away before lunch. Children gain awareness of their own safety by reminders from the childminder to be careful, as they play.

Children have regular opportunities for exercise and outdoor experiences, such as visits to local parks and playgrounds and walks in the local area, with the childminder. This encourages their physical development and good health. Children talk about going to the playground, and say they enjoy sliding down the slide, and like climbing up the steps. Children gain some awareness of the wider world through access to resources that reflect diversity and experiences, such as walks and visits to places of interest in the local community.

Children have access to regular drinks and a balanced diet promoting their awareness of healthy eating. Older children help themselves to drinks from their own cups, while a baby sits comfortably on the childminder's lap to have their bottle of milk. Older children sit at the table and enjoy their lunch of a ham sandwich and apple, proudly talking about what they have eaten. A younger child sits in a high chair and is fed their lunch by the childminder, who talks to both children as they eat. Children see the childminder following good hygiene procedures, such as washing her hands and cleaning the changing mat after nappy changes, which encourages their awareness of good hygiene.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
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?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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 the last inspection.

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.