

Inspection report for early years provision

Unique reference number	120609
Inspection date	12/01/2009
Inspector	Judith Mary Butler
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 2000. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three school aged children. The family live in Staines, Middlesex. The house has steps up to the front door. Shops, toddler groups, a park, library and other amenities lie within walking distance. The childminder can take children to, and collect them from, local schools and pre-schools.

Minded children may use the entire house; although in practice remain mostly downstairs. A fully enclosed rear garden is available for outside play. The childminder is a member of the National Childminding Association. Her registration permits her to care for three children in the early years age group at any one time. She currently minds six children within the early years age group, who attend on a part-time basis. The childminder holds a relevant early years qualification.

Overall effectiveness of the early years provision

Children have their individual needs met by this childminder who knows each child well. She plans activities and resources to ensure children receive a good range appropriate to their individual play preferences and stage of development. The childminder takes effective steps to improve outcomes for children. She uses a variety of methods to evaluate her service and identify areas for improvement. These include completing the self-evaluation form, welcoming monitoring visits from the local authority and taking account of recommendations raised at previous inspections.

What steps need to be taken to improve provision further?

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

- further improve the safety of children by ensuring they all have opportunities to practise the emergency evacuation procedures
- provide children with opportunities to access drinking water freely throughout their daily routine.

The leadership and management of the early years provision

The childminder has effective policies and procedures in place. She follows these to enhance the health and welfare of all children in her care, for example, by supervising children at all times and ensuring that all family members over the age of 16 years have completed relevant checks. Detailed risk assessments are undertaken to minimise risks to children while in the home and on outings. The childminder has developed excellent relationships with parents and this is a key strength of her provision. She shares information with parents regarding their child verbally at each end of the day, through a daily diary and six monthly review

meetings. Parents receive information about the policies and procedures in place and are requested to contribute their thoughts and ideas through regular questionnaires. The childminder is developing links with other settings children attend, including local pre-schools and Reception classes.

The childminder is committed to improving her childcare knowledge and developing further skills to enhance outcomes for children, for example, by identifying and attending appropriate training and development courses. She has a good knowledge of the Early Years Foundation Stage (EYFS) and undertakes regular observations on all children in her care. She uses these, along with photographs and samples of children's work, to monitor each child's progress and identify their next steps in learning.

The quality and standards of the early years provision

Children are very comfortable and happy in this welcoming and friendly home. They move freely around all areas of the house identified for their use. They develop their independence and enjoy choosing the toys they wish to use from the range available in the play room. The childminder knows the stage of development and play preferences of each child well and ensures they access resources to suit these, for example, hats, dressing up clothes and a large mirror for one child who enjoys role play. Children develop excellent relationships with the childminder and other children in the home and really enjoy the time and attention they receive from the childminder, for example, when singing action songs, such as 'Row, row, row the boat'. They are well behaved and learn to share the toys and resources with other children. The childminder sits with the children and supports them in their play, for example, encouraging turn taking when singing rhymes and moving the garage to allow children to run the cars down the ramp. Children are developing their language and especially enjoy snuggling up to talk about the photographs or pictures in the book. Children respond to the childminder in a positive manner, for example, holding onto the banister when reminded to when walking down the stairs.

Planning is flexible and develops around the play preferences of each child. Regular observations undertaken by the childminder identify children's next steps in learning and enable children to make progress towards the early learning goals. The childminder uses photographs and samples of children's work to underpin her observations and record children's progress. The childminder provides an inclusive environment where all children have their individual needs met.

Children are safeguarded by the childminder. They develop an awareness of keeping themselves safe through the gentle reminders they receive from the childminder, for example, talking about road safety when out walking, and the effective procedures in place, such as the use of appropriate car seats when travelling in the car. The childminder has procedures in place to evacuate the premises in an emergency, but not all children have opportunities to practise these. The childminder has attended safeguarding children training and feels confident that she would recognise the signs and symptoms of child abuse. She holds the appropriate documentation to record and refer any concerns she may

have regarding a child in her care.

Children learn and access a healthy lifestyle when in the care of this childminder. They enjoy a range of outings and have many opportunities to meet people and develop friendships with others outside of the childminder's home. These include outings to toddler groups, visits to friends and other activities, such as train rides or celebrating birthdays. Children sit at the table or in appropriate seating, such as high chairs, to enjoy their meals. Most parents provide snacks and meals for their children and the childminder prepares these in accordance with their wishes. Mealtimes are a sociable occasion when the children and the childminder sit together. The childminder chats to the children and encourages them to eat their food. She provides assistance to those children who are just learning to feed themselves. Children have drinks with their snacks and meals, however, these are not readily available for them to access freely throughout the day. The childminder discusses the dietary needs of all children with the parents and reviews these at six monthly intervals. This ensures that children have their individual needs met. The childminder holds all of the required documentation to support the health of children.

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?	1
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?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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 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.