

Inspection report for early years provision

Unique reference number	EY290750
Inspection date	14/05/2009
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 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 and nine year old child in a first floor flat in Isleworth in the London Borough of Hounslow. The whole flat is used for childminding and there is a fully enclosed communal garden for outside play.

The childminder is registered to care for a maximum of five children at any one time. The childminder is currently caring for three children under five, two of whom attend on a part-time basis. 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. The childminder collects children from local schools.

The childminder walks to local schools to take and collect children. The childminder attends the local parent and toddler group.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder's knowledge of individual children's needs, ensures all children are included and able to participate in play and activities at their own pace. Good relationships are built with parents helping children feel secure and receive continuity of care. Self-evaluation is used effectively to reflect on practice, although does not yet identify areas for future development.

What steps need to be taken to improve provision further?

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

- develop further the use self-evaluation to identify areas for future development
- ensure that parents or carers are able to make contact by phone consistently throughout the day
- review the organisation of space for children's rest to make full use of the available space
- further develop existing developmental records to demonstrate how children are progressing

The leadership and management of the early years provision

The childminder's home is welcoming, well organised and child orientated. A good selection of play materials, equipment and activities are provided and presented attractively, encouraging children's independence as they make choices about what to play with and investigate their environment. A good range of play equipment is provided in the home and a range of experiences are provided for children through

home based play, and regular outings to playgroups and local places of interest.

Space in the home is well organised for children's play and meals, in the living room and kitchen. Children are able to move about safely, and play with toys on the floor and on a child size table. Children's individual routines regarding rest and meal times are followed, providing reassurance and helping children feel secure. During children's rest times the childminder encourages a calm and quiet atmosphere. However the phones are switched off, during rest time, to prevent any disturbance to children, and results in parents not being able to contact the childminder should they need to. Although space is generally well organised and the childminder is resourceful in presenting play equipment, and activities, the arrangements for children's individual rest time do not make the best use of the available space.

The childminder's records, policies and procedures and ongoing records are well organised and clearly maintained. Useful and interesting information for parents is displayed in the hall. Risk assessments are used effectively to minimise any potential risks to children, and reviewed regularly. The childminder has a clear understanding of child protection issues and the procedure to follow if concerns arise.

The childminder demonstrates a strong commitment to continual improvement, she has obtained an NVQ Level 3 qualification since her last inspection, and attends ongoing training. Self-evaluation is used effectively to reflect on her practice, however, is not yet extended to identify areas for future development.

The childminder builds good relationships with parents, she obtains information about children when they first start with her, enabling her to establish their starting points, follow individual routines and practices, and help children settle. She is creative in sharing ongoing information with parents about what their children do while in her care, for example, through daily diaries and loading digital photographs onto individual memory sticks, which are given to parents to view at their leisure. Individual observations of children's development are recorded, and their next steps identified, however, these are not yet fully developed to demonstrate children's progress.

The quality and standards of the early years provision

Children are happy secure and relaxed in the childminder's care. They benefit from affectionate and supportive interaction with the childminder, who sits with them on the floor and the settee while they enjoy exploring the toys and play equipment. An easel and chalks, a book box, dolls and a small ball pond, are attractively set out in the living room, enabling children to make choices about what they play with.

Individual children's interests are reflected in the range of toys and equipment, such as, a small sand tray set out, as a child does not especially like water activities. Children help themselves to toys, such as, a builder's set stored in a transparent rucksack. They unzip the rucksack, empty the contents out, put the

builder's hat and flap jacket on, examine the tools and talk into a walkie-talkie. They use a toy microphone, switching it on, exploring the echo noise their voice makes, and repeating different noises. A younger child sits near the childminder, playing on the floor and is reassured by cuddles and the proximity of the childminder. Children enjoy a cake baking activity, with the childminder in the kitchen. She skilfully encourages children's learning in several areas during the activity, as she explains what they are going to do with the cake mix, reads the instructions on the cake mix box to the children, helps them carefully handle eggs, before she cracks them into the bowl, helps the children mix the ingredients together and count how many cake cases are on the baking tray. Children are able to participate at their own pace, for example, a child prefers to observe rather than mix the ingredients.

Children's language is encouraged well, through conversation with the childminder, her talking about what she and the children are doing, repetition of words and children copying what the childminder says. An activity with alphabet flash cards encourages children to recognise objects and link them to the relevant letter. Children have daily opportunities for outdoor play and exercise encouraging their physical development and good health, for example, visits to the communal play area outside, local parks and places of interest.

Children learn about their own safety, they are reminded to be careful as they move about and play. Children see the childminder follow good hygiene procedures, such as, washing her own hands, and washing their hands before meals, and a cooking activity. The childminder explains to children why she is cleaning the changing mat after use, reinforcing children's understanding of good hygiene practices.

Children behave well as they are happy, busy and interested in their play and interaction with the childminder. The daily routine is flexible and the childminder recognises when a child is ready for their sleep. This enables another child to have individual time with the childminder, and they enjoy looking at an 'All kinds of people' book together, sitting comfortably on the settee. The childminder encourages discussion about the pictures in the book and differences between people, linking them to herself and the child, and helping children develop their understanding of 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