

Inspection report for early years provision

Unique reference number	EY304682
Inspection date	25/02/2009
Inspector	Martha Naa Ahimah Darkwah
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 has been registered since 2005. She lives with her husband and two children aged five and two, in a maisonette in Chiswick, in the London borough of Hounslow. The whole of the two floors are used for childminding. There is no access to an outdoor area but children are regularly taken to the local park.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of two children under eight years at any one time in the early years age range. She is currently minding two children in the early years age group on a part-time basis. The childminder takes children out to the local parks, library and local pre-schools.

The family has no pets.

The childminder holds a professional child care qualification. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The childminder and parents work exceptionally well together to identify children's starting points and their individual needs. The childminder successfully promotes almost every aspect of children's welfare and learning and the children are making steady progress towards the early learning goals. They are happy, confident and very keen to play, explore and learn. The childminder has an immense capacity to maintain continuous improvement. The childminder regularly evaluates and re-evaluates her work, continuously seeking ways to develop and improve.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continue to extend the partnership with parents to involve them in their child's learning and development and how to support children's learning at home

The leadership and management of the early years provision

The childminder has an extensive knowledge of the Early Years Foundation Stage, and has attended training. She undertakes regular observations and uses these, along with photographs and samples of children's work, to record their progress. These systems enable her to identify and support children in their next steps in learning. Records are available for parents to view and discuss at all times. The

extensive procedures in place for evaluation enable her to identify and address any identified strengths and weaknesses.

The childminder has developed effective policies and procedures and follows these to ensure children are safeguarded, for example, supervising the children in her care at all times and updating her knowledge of safety procedures. Comprehensive policies and procedures are regularly updated to ensure children are kept safe. The childminder regularly reviews records of accidents that occur in the setting and at home so that any emerging pattern would not go unnoticed. These systems contribute to the children's safety exceptionally well.

Extensive and detailed risk assessments are undertaken to enhance children's safety while in the home and on all outings. The childminder is extremely well organised. She presents her documentation methodically and develops effective systems for sharing information with parents, as well as preparing activities and planning her day to ensure children benefit from her full attention and support while in her care.

Systems to promote partnership with parents and carers are extensive and work very well for the well-being of the children. Parents report that they are delighted with their children's progress and they feel that the childminder skilfully develops their children's confidence, self-esteem and individuality. Parents are warmly encouraged to be involved in children's learning. Topics and weekly programmes are displayed on a notice board. There is no secure system to enable parents to further support children's learning at home and when they are out and about with them.

The childminder's self-evaluation is thorough and comprehensive and is seen as an ongoing exercise. As part of her evaluation, she encourages parents to add their ideas via questionnaires and through informal discussion. The childminder is proactive and is always looking for ways to improve and in responding to suggestions for improvement.

The quality and standards of the early years provision

Children really enjoy the time they spend in the home. They are extremely comfortable and settled in their surroundings and move freely around all areas of the home identified for their use. They especially enjoy the free flow environment with a range of resources the childminder has created in the dedicated play room. Children are sociable and develop strong relationships with the childminder and other children in the home. Children behave very well and respond to the childminder in a positive manner. The childminder displays photographs and samples of children's work in the home and this enables children to develop pride in their achievements. Further samples of children's work, photographs and observations recording children's development are held in individual files and are available for parents and children to view at any time.

A wide range of stimulating activities is planned for the children linked to all six areas of learning. Planning is based on children's individual needs which the

childminder identifies by patient observation and through play and discussion with the children and their parents. The children gain confidence because they make decisions every day about what they want to do and they freely choose the materials that they will use. Toys and resources are stored attractively and children are encouraged to select the toys they wish to use from accessible storage units in the dedicated playroom.

The childminder liaises closely with parents to find out individual children's dietary needs and meets these consistently. Children enjoy a range of healthy snacks and meals and are encouraged by the childminder to sample and try different foods, for example, children enjoy cranberries and grapes at snack time. Mealtimes are sociable occasions, when children of all ages sit together. Children enjoy healthy homemade chicken nuggets couscous and broccoli and a vegetarian option, scrambled egg on toast with marmite. The childminder talks to children and encourages them to associate healthy eating with growth and strength. Healthy eating is also encouraged through role play, the children play shops and pretend to cook and eat the healthy play food, they also have access to books and games such as the shopping games.

Children are well behaved. The childminder adopts a very positive stance and helps children to be considerate and to see things from different points of view. Children's self-esteem is sensitively nurtured. The childminder provides an inclusive provision where all children have their individual needs met and enjoy activities and resources appropriate to their stage of development.

Children communicate well with the childminder who extends and encourages their language by introducing new words, such as naming the different fruit and vegetables. They enjoy books and stories and have many opportunities to see and recognise print, for example, their names on displays of artwork around the home and labels on items in the play room.

Children are making very good progress in all aspects of early literacy. The focus is on the development of children's vocabulary and understanding before moving on to the sounds and shapes of the letters of the alphabet when the children are ready. The childminder helps children to learn about early mathematics and how it is used in practical ways including measuring how tall each child is. Activities that promote the development of literacy and numeric skills together with the regular use of a camera and battery operated toys, contributes effectively to children's future economic well-being. For example, the childminder engages children in the netting butterflies game using nets to catch flying butterflies flying from the battery operated machine when turned on. Excited children were counting how many butterflies they catch, adding them up and identifying different colours.

Children are strongly encouraged to be independent, active learners both indoors and outside. They benefit from the extensive risk assessment procedures in place throughout the home and on outings. These identify potential hazards well and ensure the safety of children. The childminder involves children in these procedures.

Partnership with parents is exceptional. Parents are extremely happy with the service they receive from the childminder.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
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.