

Inspection report for early years provision

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| Unique reference number | EY378047 |
| Inspection date | 24/09/2009 |
| Inspector | Christine Bonnett |
| Type of setting | Childminder |

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2008. She lives with her husband, two young adult children and her 12 year old child, in the London borough of Hounslow. 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 under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding one child in this age group. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder walks to local schools to take and collect children. The family has no pets.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy being with the childminder in a clean and safe environment. The childminder knows the individual needs of each child in her care well and works effectively with the parents to ensure they are met. Children make some progress in their learning as suitable resources are available. The childminder demonstrates that she has the capacity to maintain continuous improvement in her practice for the benefit of the children.

What steps need to be taken to improve provision further?

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

- make a record of risk assessments clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Suitable premises, environment & equipment)
- 23/10/2009

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

- develop systems of observation, assessment and planning to ensure learning priorities are clearly identified for each child and appropriate activities included in the routine of the day to enable each child to make sustained and appropriate progress
- gain knowledge and understanding of Local Safeguarding Children Board procedures for reporting child protection concerns
- continue to develop systems to self-evaluate practice, and that include the parents views, to identify strengths and priorities for development that will

enhance the quality of the provision for all children

The effectiveness of leadership and management of the early years provision

The childminder understands the importance of safeguarding the well-being of the children at all times. She knows the indicators of child abuse and that any concerns must be reported. However, she is unclear about the reporting procedure to ensure any child protection issues are addressed promptly and appropriately.

The childminder is safety conscious. She carries out risk assessments on all areas of her home and before outings, to identify and minimise potential dangers. However, a record detailing what needs to be checked, including when and by whom, is not maintained. This is a breach of requirements. Children begin to learn how to keep themselves safe as routine emergency evacuation drills are held and 'kerb drill' is taught.

The childminder promotes equality and diversity effectively in her practice. All children are respected as unique individuals because the childminder finds out about their individual background and needs. She also has a good knowledge of different cultures and faiths to enable her to help the children learn about diversity within society.

Successful partnerships with parents are established. Parents comment that they are very pleased with all aspects of the care she provides for their children. This includes the effective measures taken to ensure a child eventually settled down well, having initially been distressed. All relevant information is exchanged each day, both verbally and via a 'daily book'.

The childminder has recently started the process of evaluating her practice and has identified areas to develop. This includes learning more about child protection issues. She attends courses as she recognises the value of building upon her existing skills. Currently, the views of the parents are not included in the self-evaluation process.

The available space in the home is used well to enable children to play in comfort and safety on the floor. They are able to explore the play materials unhindered. Toys and equipment are easily accessible for the children to self-select items of their choice, thereby promoting their independence.

The quality and standards of the early years provision and outcomes for children

Children's health is promoted through routine opportunities for physical exercise. They enjoy playing in the back garden with suitable equipment, such as the seesaw, or running around in the local park. Healthy eating is also encouraged. Meals take account of individual dietary needs and include chicken, lasagne, yogurt and fresh fruit.

The childminder carries out observations of the children at play and assesses their attainments in the six areas of learning. She identifies their interests and provides the resources to promote progress. However, the 'next step' in each child's individual learning journey is not clearly identified or linked to the areas of learning. In addition, play planning is not in place to ensure the activity is included in the routine of the day to enable each child to make sustained and appropriate progress in all areas.

Children regularly visit the library where, as well as selecting books, they enjoy the singing session. This helps promote children's pleasure in books as well as their language skills. Counting and colour recognition is included in the routine of the day, such as counting the number of building bricks in the stack. As well as benefiting from playing in the open air trips to the park enables children to learn about the world around them. They watch the falling leaves and observe the weather.

Children are settled and content in the childminder's care. They relax in her arms for their bottle feed and enjoy singing and laughing with her. She gives children praise and encouragement for achievement. She gently reminds them what is right and wrong, for example, when they try to get behind the television. Therefore, children feel safe, secure and develop a sense of belonging.

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

The overall effectiveness of the early years provision

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 3 |
| The capacity of the provision to maintain continuous improvement | 3 |

The effectiveness of leadership and management of the early years provision

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| How effectively is the Early Years Foundation Stage led and managed? | 3 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 3 |
| The effectiveness with which the setting deploys resources | 3 |
| The effectiveness with which the setting promotes equality and diversity | 2 |
| The effectiveness of safeguarding | 3 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 3 |
| The effectiveness of partnerships | 3 |
| The effectiveness of the setting's engagement with parents and carers | 2 |

The quality of the provision in the Early Years Foundation Stage

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| The quality of the provision in the Early Years Foundation Stage | 3 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 3 |
| The extent to which children achieve and enjoy their learning | 3 |
| The extent to which children feel safe | 2 |
| The extent to which children adopt healthy lifestyles | 2 |
| The extent to which children make a positive contribution | 3 |
| The extent to which children develop skills for the future | 3 |

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Annex B: the Childcare Register

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| 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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