

Inspection report for early years provision

Unique reference number	EY364548
Inspection date	30/07/2009
Inspector	Caren Carpenter
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 2007. She lives with her husband and two school aged children in a two bedroom second floor flat in Chiswick within the London borough of Hounslow. The areas of the flat used for childminding are the living room, the internal corridor and a bedroom. Access to the premises is by stairs and a lift.

The childminder is registered for a maximum of four children under eight years; of these no more three may be in the early years age group, of these not more than one may be under one year and she is currently caring for two children in the early years age group. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register

The childminder speaks fluent English, French and Arabic. The childminder takes children out on outings to local parks, playgrounds, shops, playgroups and the library. The childminder takes and collects children from the local school.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are happy and settled and effective systems ensure their individual needs are recognised and identified. They are making good progress in their learning and development; this is as a result of the childminder's enthusiasm for providing good childcare. The childminder promotes an inclusive provision, ensuring that all children and their families feel valued. The childminder is committed towards evaluating and improving the service she provides to children and parents.

What steps need to be taken to improve provision further?

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

- gain knowledge of the Local Safeguarding Children Board procedures to ensure children's welfare is protected
- continue to develop the systems for recording children's next steps and for building on their starting points
- use observations of children's achievements to identify learning priorities and plan relevant experiences for the next stages in their development

The leadership and management of the early years provision

Children are safeguarded because all household members are suitably vetted. The childminder is committed to helping all children progress and takes steps to ensure their welfare is promoted. The childminder has a good understanding of child protection issues and understands the importance of reporting child protection concerns, although she is not fully familiar with the Local Safeguarding Children's

Board procedure.

Children play safely indoors because the childminder carries out regular risk assessments in all areas of her home to promote their safety and records her findings. The childminder has formed close and loving relationships with the children in her care. She recognises children's unique qualities and ensures that their individual needs are being fully met.

The childminder is able to recognise her own strengths and weaknesses and shows a strong commitment to developing and improving her practice. For example, she has attended additional training courses, such as obesity in young children to enhance the care and learning experiences she provides to the children.

The home is well organised. Resources are readily available to support children's self-help skills. The daily routines are planned to provide a well balanced day for the children to have a wide range of experiences. For example, they enjoy trips to local toddlers groups, local parks and Kew gardens. This provides further learning experiences and opportunities to extend their social skills.

The childminder's clear understanding of the observation and assessment procedure means that children's needs are identified, ensuring they are fully inclusive. However, the systems for recording children's next step and for building on their starting point are not yet fully formalised.

Inclusive practice is very well addressed and individual children feel a sense of belonging and included. She provides good support for children with English as an additional language. For example, the childminder finds out about key words used at home and uses them effectively to communicate with the children. The childminder has effective systems in place to share information with parents about their children's daily routine and about their developmental progress. For example, parents are provided with photographs of their children engaging in a wide range of activities across the six areas of learning. They are provided with good quality information about the Early Years Foundation Stage. Written comments from parents say their children enjoy a structured day and are kept well stimulated. The childminder is warm, caring and has a natural rapport with children. She keeps her home immaculately clean and it is a great environment for children.

The quality and standards of the early years provision

Children feel at home when they arrive as they are well cared for by a warm and caring childminder. The childminder has formed close and loving relationships with the children in her care. She recognises children's unique qualities and ensures that their individual needs are being fully met.

Children are provided with a broad range of opportunities to help them make progress across all areas of learning and development. Children are very happy in the childminder's care. They are busy and curious and enjoy investigating and exploring the range of play resources that are available to them. The childminder builds on children's experiences through actively being involved in their learning.

For example, she sits on the floor and engages well with the children helping them to identify a range of colours. Children thoroughly enjoy their time completing puzzles, building and constructing and looking at a wide range of quality books. They learn to solve simple problems and recognise numbers, shapes and colours in their daily play. They are making good progress in knowledge and understanding of the world, for example they are learning about the world continents such as Europe, Asia, South America, Africa and North America.

Children's ability and involvement in different activities is observed and recorded using photographs of them participating in a stimulating range of play and learning experiences. However, information gained from observations is not used to move children on to the next stage in their learning.

Children are provided with opportunities to learn about diversity as the childminder provides resources, such as books and dolls, which reflect positive images of the wider world. This creates an inclusive environment that encourages children to feel a sense of belonging and promotes their self-esteem.

Children's individual dietary needs are well promoted. The childminder plans a weekly menu which is shared well with parents and supports children's dietary needs. For example, children enjoy a variety of healthy and nutritious meals and snacks such as, home made pasta, chicken, fish, cous cous, rice, vegetables and fresh fruits daily. In addition, the childminder ensures all children have regular drinks that are available at all times. Children have good opportunities to enjoy fresh air and exercise for example; they visit the local parks and playgroups which promote a healthy lifestyle.

The childminder has a calm and friendly manner, which promotes a relaxed and positive environment for all children. She understands how to manage children's behaviour appropriately for example, she praises children's achievements, promoting their confidence and self-esteem. She has clear and meaningful written guidelines for acceptable behaviour for children, which she shares with parents.

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?	3
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

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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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