

Inspection report for early years provision

Unique reference number	EY367088
Inspection date	14/05/2009
Inspector	Patricia Jane Daniels
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 2008. She lives with her husband and two children, one of whom is school aged. The family lives in a first floor flat in Stanwell, Middlesex. The whole of the flat is used for childminding, there is no access to an outdoor area but children are regularly taken to the local park.

The childminder is registered to care for one child in the early years age group. She is also registered on both the voluntary and compulsory parts of the Childcare Register. She is currently caring for one young child. The childminder speaks Arabic, English, Persian and Turkish fluently. She has some knowledge of other languages.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The childminder's ability to promote inclusive practice is a key strength and supports children's development. Children make good progress in their learning and their welfare is promoted. The partnership with parents ensures a two-way exchange of information. The childminder makes good use of self-evaluation to assess her practice and its impact on children.

What steps need to be taken to improve provision further?

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

- develop the system for self-evaluation, to identify strengths and priorities for improvement

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

- provide a record of the risk assessment, dated and reviewed, to include an assessment of each and every outing (organisation)

12/06/2009

The leadership and management of the early years provision

The childminder has an excellent understanding of children's needs. She uses this information effectively to plan activities that support children's learning and development. She has a thorough understanding of relevant procedures that support children's welfare, such as what to do if she has concerns about a child. This ensures that the children she cares for are safeguarded. However, the childminder does not have a dated and reviewed record of her risk assessment, which is a breach of requirements.

The childminder has undertaken the initial training course and has implemented plans to attend further training, to improve her knowledge. She evaluates her practice by considering how she can improve her provision for children. However, she has not developed a regular system for recording and reflecting on the improvements she makes. The childminder develops positive relationships with parents to ensure that children receive continuity of care and that their needs are met.

The quality and standards of the early years provision

Children's learning and development is promoted well and they make good progress from their starting points. This is because the childminder understands and values their need to communicate and to feel confident and secure. She promotes inclusion in an outstanding way, so that children are valued and included as individuals. Children are well integrated and can achieve because the childminder overcomes any barriers that could hinder them. The childminder respects children's backgrounds and cultures. She supports children who have English as an additional language by learning and speaking words in their home language. At the same time, she encourages children to learn English and helps them to understand the society they live in. This effectively supports and promotes children's learning and development.

Children enjoy investigating the play dough and explore its texture. They name the shapes that they make with the dough and find the same shapes in books. They play with puzzles and consider how to fit the pieces into the spaces. Children have outings to the local park, where they have opportunities to play on the equipment and socialise with other children. The childminder makes observations of children's abilities and plans for the next steps in their learning, so that she can be confident of their progress.

The childminder supplies meals and snacks that reflect children's likes and preferences, but she introduces other foods into the range so that children can enjoy a more varied, healthier diet. This benefits children and helps them to adopt a more positive attitude towards different food. Parents find out about what their children have had to eat and the activities they have enjoyed because the childminder makes time to talk with them at the end of the day. The childminder manages children's behaviour positively by giving lots of praise and encouragement. She addresses any underlying issues that might affect their behaviour and uses simple explanations to help children understand what is expected of them.

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?	1
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?	3
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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect 12/06/2009
- provide a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email 12/06/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified above 12/06/2009
- take action as specified above 12/06/2009