

## Inspection report for early years provision

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<b>Unique reference number</b>	EY303331
<b>Inspection date</b>	28/04/2009
<b>Inspector</b>	Judith, Mary Butler
<b>Type of setting</b>	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 registered in 2005. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and their two children aged four and seven years. The family live in Staines, Middlesex. Shops, toddler groups, a park, and other amenities lie within walking distance. The childminder can take children to and collect them from, local schools and pre-schools. The family have a pet cat, hamster and mice and guinea pigs.

Minded children may use the entire house, although in practice remain mostly downstairs. A fully enclosed rear garden is available for outside play. The childminder is a member of the National Childminding Association. Her registration permits her to care for four children under eight years at any one time, of whom no more than three may be in the early years age group. She currently minds four children in the early years age range who attend on a part-time basis. The childminder holds a relevant early years qualification and is a member of an approved childminding network.

## **Overall effectiveness of the early years provision**

Overall, the quality of the provision is good. Children are comfortable and at home in the care of this childminder who obviously enjoys her work with the children. Children enjoy a range of activities and resources that support their learning and development in all areas. The childminder has a good knowledge of the individual children in her care. She works closely with parents to ensure she is able to meet each child's needs. The childminder has a positive approach to improvement and has the ability to build on her existing strengths to improve the outcomes for all children in her care.

## **What steps need to be taken to improve provision further?**

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

- develop further systems to enable children to identify their belongings and begin to recognise their names
- further enhance the health of children by providing them with opportunities to access snacks.

## **The leadership and management of the early years provision**

The childminder has a professional approach to childminding and ensures all of her policies and procedures are up to date and shared with parents, for example, she has updated all documentation to reflect the implementation of the Early Years Foundation Stage (EYFS). The childminder uses a variety of methods to evaluate her provision including completing the Ofsted self-evaluation form and gaining the

views of those who use her service. She uses the evaluation process to identify her own development needs and attends regular training to develop her knowledge and skills.

The childminder follows effective systems to ensure children are safeguarded, such as supervising the children in her care at all times and completing documentation to enhance their safety, health and welfare. She has a sound knowledge of child protection issues and holds contact numbers and documentation to record and refer any concerns she may have regarding a child in her care. The childminder has implemented a formal risk assessment and this covers all areas of the home, garden and any outings the children undertake.

The childminder develops strong relationships with parents. They verbally share information regarding the child at the end of each day. The childminder also completes a daily diary detailing children's individual routines and any activities they have been involved in, parents also contribute to this diary. This communication assists the childminder in meeting the needs of the individual children in her care. The childminder undertakes regular observations on all children and uses these along with photographs to record their progress towards the early learning goals. Parents can access these records freely and have opportunities to formally discuss their child's progress and next steps in learning at regular review meetings. The childminder has developed effective procedures for sharing information with the other settings children attend.

## **The quality and standards of the early years provision**

Children are at home in their environment and communicate well with the childminder who interprets their early language well. She talks constantly to the children and repeats the words they say to reinforce their learning, for example, she says 'hello crocodile' following the child's attempt at the words as they hold the glove puppet. Children play in an attractive and bright environment, however, the childminder does not always use photographs and simple words to enable children to identify their belongings and begin to recognise their names. Children really enjoy looking at books and the childminder uses effective techniques to extend their learning and development, such as counting the number of trucks in the pictures.

Children develop strong relationships with the childminder and their peers. They play happily alongside each other and older children are learning to share and take turns with the support of the childminder. They freely select the toys and resources from low shelving and storage boxes in the play room. Children learn about the expectations for behaviour through the constant chatter and reminders from the childminder, for example, she reminds children not to put the toys in their mouth and asks them to help her tidy some toys away before they get others out. The childminder has a good knowledge of the individual children and their play preferences. She uses regular observations and photographs to record their progress and works with parents to identify their next steps in learning.

Parents provide food for their children and the childminder stores and prepares this

in accordance to their wishes. Children sit in appropriate seating, such as high chairs and booster seats to have their meals. These times are sociable occasions with the childminder talking to the children about their lunch, what they have been doing and their plans for the afternoon. Children's beakers are left on an accessible work surface and this enables the children to identify and address their individual needs. However, children arrive early in the morning and do not have the opportunity to have a snack between their breakfast and their lunch. All of the required documentation to support the health of children is in place and this is shared with parents who countersign completed documentation such as accident and medication forms.

Children learn about keeping safe while in the care of this childminder, for example, they talk about road safety as they go on outings and have regular opportunities to practise the evacuation procedures. They enjoy a range of adult-led and child-initiated activities which assist the children in being active learners. They undertake regular outings to local places of interest including parks, visits to friends and walks to and from school each day. These outings as well as resources such as the Japanese tea set enable the children to learn about different people and the environment around 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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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