

Inspection report for early years provision

Unique reference number	EY350368
Inspection date	20/07/2009
Inspector	Kim Mundy
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 children aged seven years and two years in a ground floor flat in Sunbury on Thames in 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 attends the local parent/toddler group.

The childminder is registered to care for a maximum of two children at any one time, both of whom may be in the early year's age range. She is currently minding two children under two years old. The childminder drives to local schools to take and collect children. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder is very enthusiastic about her role and this is reflected in the nurturing environment she provides for young children. The childminder works closely with parents to meet the children's needs and to help them feel safe and secure. The childminder is very organised and therefore, children's care, learning and welfare are promoted effectively. The childminder is aware of her strengths and areas for future development; she demonstrates a very positive attitude to improving her practice.

What steps need to be taken to improve provision further?

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

- continue to develop the planning and assessment processes to further enhance children's experiences and learning opportunities
- continue to develop the systems for monitoring and evaluating the quality of the provision.

The leadership and management of the early years provision

The childminder places a strong emphasis on building strong relationships with parents which helps children to feel safe and secure. Parents share information about their children to enable the childminder to meet their individual needs whilst in her care. They are given daily information about their child's routine and achievements. Each child has a daily diary and a learning journal in which their progress towards the early learning goals is clearly noted. The childminder also uses photos of the children taken during activities as part of her assessment procedure. Children benefit from the childminder's commitment to enhance and build upon her child care skills by attending training courses, for example, food and hygiene and working with parents. Positive comments from parents include 'I have found such a super childminder and really appreciate her flexibility when caring for

my child'.

Children are well cared for by this warm and caring childminder. All of the required documentation, policies and procedures are in place to protect children and promote their welfare. The childminder holds a current first aid certificate and has effective systems in place to administer and record any medication and first aid. She has a clear understanding of the signs and symptoms of child abuse, and knows what to do if she has concerns. Children are able to explore safely as the childminder has limited hazards in her home. Risk assessments are carried out for each type of outing and a fire evacuation procedure is in place. The childminder has a good range of equipment to meet the needs of younger children, for example, a high chair and travel cots to enable them eat and sleep comfortably.

The childminder is clearly able to identify her strengths and areas for future development, although the system to continuously monitor her service is in its infancy. She is keen to extend her knowledge and understanding of the early learning goals, planning and assessment procedures to fully benefit the children.

The quality and standards of the early years provision

The affectionate and gentle care given by the childminder enables children to develop a sense of belonging and trust. Babies seek comfort and cuddles as they wake up, and use gestures to make their needs known. They are praised and encouraged for every little achievement, which helps them to feel good about themselves. Children learn good hygiene routines, which prevent the spread of germs and promote their good health. The good quality toys and resources are cleaned regularly and a suitable sick child policy is in place in order to prevent the spread of illnesses. The childminder offers children a variety of nutritious snacks and meals.

Information about the early years curriculum is provided for parents so that they are clear about how the childminder is helping their children to learn and develop. The children's play room is set up attractively, and toy boxes are clearly labelled with words and pictures to help children to make independent choices about what they want to play with. Children's individuality is promoted through various activities which help them develop their skills and build confidence, for example, using push-a-long toys to help babies to walk. Babies can crawl around with ease as they help themselves to colourful toys and resources, which are set out attractively to capture their interest. The childminder ensures that learning is fun, for instance, babies giggle and smile as they play in the ball pool. They are exploring through touch, smell, taste and hearing. Babies are developing their problem solving skills, for instance, as they post different shapes.

Children develop an awareness of diversity within society as they play with a range of resources that reflect positive images of other cultures and beliefs. They enjoy visits to the gym, park and pre-school groups where they have the opportunity to socialise with others and join in a wider range of activities. Children are able to make good progress towards the early learning goals with the kindness, support and care of 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?	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?	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?	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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