

## Inspection report for early years provision

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<b>Unique reference number</b>	EY380575
<b>Inspection date</b>	12/08/2009
<b>Inspector</b>	Maria Therese Conroy

<b>Type of setting</b>	Childminder
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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.

## Description of the childminding

The childminder was registered in 2008. She lives with her partner and two children, aged five years and one year, in Isleworth in the London Borough of Hounslow. Children have access to the main living room and dining room. The bathroom can be accessed on the same floor. A safe enclosed garden is available for outside play.

The childminder is currently caring for one child in the early years age range. She is registered to care for a total of four children under eight years of whom no more than two may be in the early years age group. She is registered to work with another childminder, who is her partner. When working with her partner they can care for a total of six children under eight years, of whom no more than three may be in the early years age group, and of these no more than two may be under one year.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. When working with her partner, both of them take on equal roles and successfully provide a setting where they act as positive role models for the children in their care. The childminder has a precise knowledge of children's individual needs and she spends quality time supporting children in their play and learning, which gives them confidence and a sense of security, all of which promotes their well-being. The childminder has developed effective partnerships with parents, enabling her to work with them in supporting their children. There are effective communication links with parents both verbally and in writing, enabling them to be fully informed; for example through the update sheet available to them at the end of each day. The childminder promotes inclusive practice and discusses individual children's care and development with their parents to enable her to meet their specific needs. The childminder has begun to develop a system which will enable parents to contribute to the process of self-evaluation, which will enable her to identify any areas for improvement.

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

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

- further develop observations to include identifying children's next steps for learning to support planning for each child's individual development
- review and monitor practice to ensure that every opportunity is taken to fully promote learning in all areas of the curriculum in both the daily routine and through planned activities

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

- carry out a full risk assessment for each type of outing, which must be reviewed before embarking on

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each specific outing (safeguarding and welfare)

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

The childminder is beginning to develop systems to contribute to the process of evaluating the service she provides; for example a parents questionnaire has recently been developed, although has yet to be used to seek parents' views. The childminder has identified some areas for future development and has booked many courses to enhance her knowledge and understanding of the Early Years Foundation Stage curriculum and welfare requirements.

There are effective systems in place to share information with parents, for example they are given copies of policies and procedures in place which they sign and confirm they have understood the information. Parents are updated about their child's well-being daily by the means of an update report and through verbal conversation. A designated parents area is in place in the entrance hall where all relevant information is displayed. The childminder works in partnership with parents to obtain information about their developmental and care needs which ensures she is able to meet children's individual needs and know their likes and dislikes.

The childminder has a clear understanding how to keep children safe, she has developed various policies and procedures including safeguarding, lost and uncollected child and fire evacuation, all of which help to protect the children in her care. The areas used by the children are safe and suitable for use, however, although risk assessments are undertaken on the areas used by the children, they are not currently completed for the outings children take part in, which is a breach of regulations.

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

The childminder provides a wide range of activities covering all six areas of learning both in the home and through local outings. However, observations are in their infancy and the process for analysing the information and identifying children's next steps to promote their individual development is not fully effective.

Children's creativity is effectively promoted as they take part in a wide range of art and craft activities such as making crowns with a variety of materials, which they can easily select themselves, in addition children enjoy mark making and painting. Older children sing a variety of songs including favourites such as 'If you're happy and you know it' and songs in Italian.

The childminder supports children in their play and actively promotes their language development. They enjoy talking about forthcoming holidays, and the childminder asks children open ended questions, which encourages children to think for themselves. Children are encouraged to take part in planned activities that develop muscle control, to enhance speech and language development, for

example they suck through straws and blow bubbles in the garden, to the delight of the very young children attending. However, on some occasions there are missed opportunities to promote and extend children's learning during the activities provided.

Resources are well organised to enable children to identify what they would like to play with. A selection of toys and equipment are placed at a low level for younger children to enable them to self select and have choices as to what they want to play with. The environment is well organised allowing children to have different areas to play, eat and rest. Children regularly access outdoor play and are taken on exciting outings such as to the Natural History Museum.

Children are encouraged to have a healthy lifestyle, the childminder ensures the children have regular access to outdoor play through use of the garden and they are taken on trips such as to Kew Gardens. The childminder promotes a healthy diet, such as various fish, vegetables and home made soups. Children are encouraged to taste new foods and older children confirm they like the range of food provided.

Children are well behaved, they are encouraged to be kind to each other, and they are learning to share and take turns under the calm and patient guidance of the childminder who makes very good use of distraction and discussion to settle disputes over toys. The childminder and her partner provide an effective role model, they speak in a gentle tone and have clear boundaries, which ensures that children feel safe and secure. Children are regularly praised for their achievements which gives them confidence and their self-esteem is very much promoted.

Children are learning to keep themselves safe, for example they wear wrist straps when on outings and out walking and children take part in activities to learn how to keep safe; they are part of the traffic club where children learn how to cross the road safely. Children are learning to share and take turns under the calm and patient guidance of the childminder and she makes very good use of distraction and discussion to settle disputes over toys and equipment.

## 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

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