

Inspection report for early years provision

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Inspection date	27/01/2010
Inspector	Susan Elizabeth Tovey
Type of setting	Childminder

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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.

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Description of the childminding

The childminder was registered in 1986. She lives with her husband and their two adult children in Hayes in the London borough of Hillingdon. The whole ground floor is used for childminding, with sleeping and toilet facilities on the first floor. There is a secure garden for outdoor play.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age group. She is currently minding three children in this age group. The childminder is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register.

The family have no pets.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children feel safe, secure and loved in a nurturing environment which is well organised. The childminder values the uniqueness of the children in her care and strives to meet their individual welfare needs and promote their learning and development. She forms positive relationships with children and their families. The childminder has a good understanding of the Early Years Foundation Stage (EYFS) and recognises areas for further development to enhance the good practices already in place.

What steps need to be taken to improve provision further?

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

- develop assessment records to include more details of children's starting points.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a secure knowledge and understanding of the procedures for safeguarding children. She ensures all adults in the home are vetted and that children are closely supervised at all times. The childminder has a clear understanding of safeguarding issues; she is aware of possible concerns. All the required documentation is in place and well maintained, for example, accident and emergency procedures. This ensures children's welfare needs are being met. Regular risk assessments are carried out to identify and minimise all possible hazards.

Children benefit from a good working relationship between the childminder and

parents. The childminder ensures that she keeps parents well informed through daily verbal exchanges. She also keeps them up-to-date by showing them their children's individual records of achievement. Parents are consulted about their views of their children's capabilities and are made aware of the progress records that are in place for their children. Written feedback from parents and those spoken to at the inspection visit, suggests that they are very happy with the care their children receive. Good communication links with the parents and other agencies have been established by the childminder. This enables her to provide appropriate and consistent care for each child in her care.

The childminder provides an inclusive environment where children feel valued as individuals. Boys and girls have equal access to a good range of toys, furniture and equipment that are suitable for their age and stage of development. Children begin to learn about the world in which they live, for instance, as they play with multicultural resources and celebrate festivals.

The childminder has a positive attitude to professional development. She keeps up-to-date by attending relevant training courses and workshops. The childminder evaluates her practice to reflect on what she does well and highlights any areas for improvement that will benefit the children. The childminder has successfully met the recommendations set at her last inspection.

The quality and standards of the early years provision and outcomes for children

Children play and learn in a welcoming family environment, where they develop confidence and independence. The childminder's clear understanding of the EYFS enables her to plan and provide a good range of play experiences that extend children's learning and development. Regular assessments and observations on all children are carried out and recorded. These developmental records demonstrate children's achievements and identify their next steps in learning. However, individual starting points lack detail, which makes some of the records regarding children's progress less clear.

Both the indoor and outdoor play space is well organised. Children's pictures and posters are attractively displayed on the walls, with activities and toys for all areas of learning available. These are arranged at low level to enable young children to easily access and make independent choices as to what they play with.

Children are happy, settled and have formed good relationships with the childminder. They enjoy a good mix of adult-led and child-initiated play. Children have great fun, setting up the train track with a variety of different trains, and arranging the figures and furniture in the giant house. The childminder sits with them, extending their enjoyment and learning as they play. Children focus well on their chosen activities. For example, younger children enjoy time exploring the assortment of brightly coloured push-button activity toys, giggling with delight at the sounds they make. Other particular favourites are cooking, constructing with the bricks, manoeuvring cars, completing puzzles and art and craft activities. The childminder links the six areas of learning, promoting children's learning through

their play, suggesting activities and providing resources that support this. She fosters their developing communication skills by chatting with them all the time and supporting them as they find out that print carries meaning. Children enjoy sitting together with the childminder for stories or just to look at their favourite books. They also use programmable toys and the computer to enable them to begin to learn about Information and Communication Technology. Good use is made of the local community; children are taken out most days to toddler groups, the local children's centre or nearby parks and playgrounds. A favourite is Ruislip Lido where the children can ride on miniature train and feed the ducks and geese.

Children learn about healthy lifestyles as they eat healthy and nutritious meals and snacks provided by parents that have regard for their individual dietary needs and preferences. Meal times are social occasions with all children sitting together. Younger children are developing their self-help skills as they eat their lunch of finger foods independently. Drinks are readily accessible to children throughout the day. Children are encouraged to play safely outside and learn about road safety as they go out in the local area. The childminder regularly practises the fire evacuation procedure with the children, which ensures their quick and safe evacuation from the setting should the need arise.

The childminder manages children's behaviour, using positive methods appropriate to their level of understanding. Praise and encouragement are also used to enable children to develop confidence and good self-esteem. Children are protected from illness and infection at the setting where they play in a very clean and safe environment.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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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