

Inspection report for early years provision

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Inspection date	20/05/2010
Inspector	Jane Mount
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder has been registered since 1997. She lives with her two daughters who are aged nine and 17 years. The property is situated in Ashford, Middlesex and is within easy walking distance of local amenities such as parks, shops and schools. All areas of the premises are included in the registration, although, the ground floor is generally used for childminding purposes. A first floor bedroom is available for younger children requiring a sleep during the day and toilet facilities are situated on the ground floor. There is a fully fenced rear garden available for outdoor play. The family have two cats along with a rabbit, guinea pig and a hamster.

The childminder is registered by Ofsted on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register. She is registered to care for a maximum of six children under eight years and of these, three may be in the early years age range including one under a year. The registration does not include overnight care. The childminder is currently caring for two children, both of whom are in the early years age group.

The childminder is a member of the National Childminding Association (NCMA) and a local childminding group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Positive relationships with parents ensures children's individual needs are met and an inclusive and welcoming environment is provided to all. Children share secure relationships with the childminder and are happy and secure in her care. She provides a varied selection of play and learning experiences which are tailored to children's individual developmental needs and therefore children are making good progress towards the early learning goals. Children's welfare is safeguarded through the childminder's sound practice and documentation required for the safe and efficient management of the setting is in place. Self-evaluation, to closely monitor the quality of the provision to ensure continued improvement is not yet in place.

What steps need to be taken to improve provision further?

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

- implement a quality improvement system, such as self-evaluation, to closely monitor and extend effective practice to ensure continued improvement.

The effectiveness of leadership and management of the early years provision

Safeguarding procedures are secure and children's welfare is protected. For example, the childminder has a secure knowledge and understanding of child protection and knows the procedures to follow if she did have a concern. Also, she has an informative written safeguarding policy in place and she has relevant publications and guidance leaflets which are easily accessible. Children's safety is paramount and the childminder is very conscious of safety. For example, children are closely supervised by the childminder and on-going visual assessments are undertaken by the childminder as an effective way of ensuring the environment remains safe throughout the day. Written risk assessments are also in place and are overall informative and detail how potential hazards are minimised to keep children safe when in the house, the garden and when on outings and visits.

The childminder has worked hard to develop a secure knowledge of the framework and its requirements and this is reflected in her practice. Policies and procedures are in place to ensure the safe and efficient management of the setting and to promote children's wellbeing. Overall, documentation is well organised and the childminder understands the importance of confidentiality and takes appropriate steps to protect children. She is aware of the need to ensure she keeps up-to-date with current childcare practice and this is achieved through networking with other childminders, reading and research. She has attended some training and is keen to continue to develop her practice. For example, she has completed some early years courses and workshops and aims to undertake a National Vocational Qualification (NVQ) Level three childcare qualification in the near future. The childminder is overall aware of her key strengths and the areas she wishes to develop. Some monitoring takes place to ensure the quality of the provision is good. For example, the childminder seeks feedback from parents and she reviews children's contracts, records and policies. A system of self-evaluation to more closely monitor the childminder's practice to ensure continued improvement has not yet been implemented.

Children's care, learning and play are positively supported. The childminder ensures children's individual needs are met through organising her time and resources effectively. For example, resources are accessible and developmentally appropriate and the daily routine is adjusted according to their needs. The childminder works hard to provide an inclusive environment. She values and appreciates the children and their families in her care and welcomes them into her home. Partnerships with parents are good and effective settling-in procedures ensure children settle well and quickly develop a strong sense of belonging. Parents are provided with good quality information. For example, new parents receive copies of the childminder's policies and procedures. Children benefit from the two-way sharing of information between the childminder and parents which ensures children's care and learning needs are fully supported. For example, daily diaries are used to effectively share information. The childminder works closely with parents to find out about and to meet children's individual developmental needs and parents are encouraged to be involved in their children's learning. Effective partnerships are in place with other early years settings to promote the

integration of care and education. For example, she has developed some links with the local pre-school that children in her care attend and finds out about future topics and themes children may be involved in.

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

The childminder has many years experience caring for children and has a secure knowledge of child development. She uses this knowledge alongside her increasing knowledge of the Early Years Foundation Stage framework to plan a varied range of activities and play experiences for children. She knows the children in her care well and has implemented observation and assessment systems which show individual children's achievements and progress over time. The childminder then informally uses this information to plan the next steps in children's learning. Consequently, they are making good progress in their learning. Adult-led and child-initiated play are well balanced with the indoor and outdoor environments used to fully promote children's play and learning. Children's personal, social and emotional development is positively encouraged. For example, regular visits to toddler groups encourages children's social skills and their independence is encouraged with the home environment organised with most resources at child height and easily accessible. Children's creative skills are encouraged and they have regular opportunities to experience a variety of art and craft activities. They use a varied range of mediums and enjoy painting, play dough, drawing and gluing and sticking. Recently they enjoyed making pasta necklaces. Children's communication skills are effectively supported by the childminder as she asks open-ended questions to extend and develop children's language through their play. Regular story times also support children's early communication skills and children enjoy listening to stories and looking at books with the childminder. Children participate in activities that promote problem solving, reasoning and numeracy. For example, their counting skills are encouraged within the daily routine such as counting the steps when out walking and through their play, with the use of mathematical language such as talking about more and less when playing with marbles. A varied range of resources are available to increase children's awareness of diversity and children participate in some activities where they learn about other countries, cultures, religions and disabilities. Children learn about the local community through visits to the library, toddler groups and the park. Children also enjoy outings to nearby theme parks.

The childminder implements some effective strategies to promote children's health and well-being with good hygiene practices in place to minimise the risk of cross-infection. For example, paper towels are used by children for drying their hands and are then appropriately disposed of. Through discussion and effective support and guidance from the childminder, children learn the importance of personal care routines to keep themselves healthy. For example, they discuss the reasons for washing hands before eating and know they must wash their hands after visiting the toilet to prevent the spread of germs. Children's physical development is actively encouraged. For example, they regularly visit the park where they have opportunities to develop their physical skills and in the garden they also enjoy a variety of physical activities. They sometimes talk about the benefits of exercise

being good for their body. Children are provided with a balanced diet and their dietary requirements are discussed regularly with parents. They eat a variety of healthy foods and through discussion learn about the benefits of eating a healthy diet. For example, they may discuss the benefits of eating wholemeal bread rather than white bread and know it is important to eat plenty of fruit and vegetables. They have enjoyed growing tomatoes and then picking them to eat. Children feel safe and valued in the childminding setting as they develop secure relationships with the childminder. Children's safety is protected and they are developing an understanding of how to keep themselves and others safe. For example, when out walking they discuss road safety and how to stay safe when crossing the road. They know they must hold the childminder's hand or the buggy and to wait for the green man at the crossing. When travelling in the childminder's car they know they must sit in the correct car seats and wear seat belts. Children's behaviour is managed well. Positive behaviour is promoted with clear boundaries set which are consistent and appropriate to the individual child's level of understanding. Regular praise and encouragement from the childminder develops children's self-esteem and therefore children feel secure in their surroundings and are confident in their play.

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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