

Inspection report for early years provision

Unique reference number	EY388016
Inspection date	01/04/2010
Inspector	Deborah Jacqueline Newbury

Type of setting	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).

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.

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 registered in 2009. She lives with her husband and two children aged 16 and 17 years in Feltham, in the London borough of Hounslow. Children have access to all areas of the home apart from the bedrooms and utility room. There is a secure garden for outdoor play. The childminder is registered on the Early Years register and both the compulsory and voluntary parts of the Childcare register. She is registered to care for a maximum of six children under eight at any one time. There are three places for children in the early years age group. The childminder is currently caring for two children aged three and eight. Days and times of children's attendance vary. The childminder takes and collects children to and from school as necessary. Children visit the park, library, toy library and go to the local children's centre.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are accommodated in a clean, comfortable and welcoming environment. They are very settled and happy and are supported in making good progress in their learning. They have most of their welfare needs met well although arrangements for minimising all potential hazards are not fully in place and the record of risk assessment lacks some detail. Everyone is valued as an individual and treated with equal concern. The childminder has a positive attitude towards childminding and is keen to develop her practice further and thus, improve outcomes for children.

What steps need to be taken to improve provision further?

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

- update the record of risk assessment to include arrangements for ensuring the safety of hazards in the garden and any assessments of risks for outings and trips
- continue to develop use of observation and assessment and investigate ways of encouraging parents to contribute to their child's learning and development record
- establish links with other providers, such as nurseries, who also deliver the Early Years Foundation Stage (EYFS) to children to ensure the integration of care, education and any extended support.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because the childminder has a sound knowledge of the signs and symptoms of abuse and neglect. She is fully aware of her responsibility and the action she must take if she has any concerns about the children in her

care. Most aspects of children's safety receive generally good attention overall. The childminder has completed a risk assessment for the home and garden although this record does not include any assessment of the risk posed to children by the greenhouse and the steps taken to minimise this. This was an area identified for attention at the childminder's registration visit. The record of risk assessment has also not been updated to include any assessments of risks for outings and trips. However, the childminder demonstrates through discussion a clear understanding of her role to ensure children's safety when they go out and about.

The childminder has a positive attitude to childminding and comments that her 'priority is to make children comfortable, relaxed and develop a bond with me so they feel confident, fulfilled and nurtured.' She has completed the Level 2 Diploma in Home-based Childcare and has attended courses to further develop her understanding of observation, planning and assessment. The childminder has recently completed the Ofsted self-evaluation form to help her to monitor her provision and highlight strengths and areas for improvement. Generally, she has been successful in this.

Children benefit from a well-organised home where they are able to sit, play and rest in comfort. They can easily access a variety of play materials, which enables them to make their own choices and encourages them to be independent. The childminder keeps children's play provision fresh and appealing by rotating toys and making use of the local toy library. Each child is valued as an individual. The childminder seeks information about children's backgrounds, racial origins, religions, cultures and home languages and they share different festivals and family celebrations throughout the year. Children are provided with opportunities to find out about their local community and gain a positive view of society and the wider world through visits to the shops, park and library and exploration of suitable resources.

The childminder establishes good working relationships with parents, who express how happy they are with her service in written testimonials provided for the inspection. They receive copies of her policies and procedures to make sure they are fully aware of the way she organises her childminding service. Parents and childminder engage in informal discussion, which ensures continuity of care. The childminder makes a point of speaking with parents and chatting to children about what they do at nursery, as she is not involved in taking children to or collecting them from the other settings they attend. However, this arrangement does not ensure fully the integration of children's care, education and any extended support.

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

Children are relaxed and at ease with the childminder and members of her family, which shows how safe and secure they feel. They enjoy her company and are keen for her to join in with their play, which she does willingly. She shows interest in what children are doing and is very attentive, encouraging them to take on a principal role by showing her what they would like her to do, for example, when creating models out of play dough. Children are provided with a variety of tools,

such as rolling pins, plastic knives and cutters, which they use competently and with good levels of control. Children's spoken language skills develop through general conversation with the childminder and as they respond to her use of pertinent questioning which encourages them to express their ideas. Whilst playing with dough, the childminder makes different shapes, which children successfully identify and they debate the number of windows they need to add to the play dough train they have made. This encourages the development of counting skills, awareness of shapes and discussions about number. Children show curiosity, for example, in a matching game they have not encountered before and they receive good levels of support and encouragement to help them understand the purpose of the activity and to complete this. They respond with big beaming smiles when they count the number of pairs they have collected at the end of the game and the childminder claps their achievements, which helps them understand their efforts are valued. The childminder clearly knows the children in her care well and she strives to support their individual interests and enthusiasms, for example, by seeking out particular books and toys from the library and toy library to feed a current love of rockets and aeroplanes. She has started to put together a record of children's achievements and is using this to plan for their future learning although this is at an early stage of implementation. Parents have viewed their children's records although are not yet contributing to these. Children behave well. The childminder supports them in turn-taking and sharing and she acts as a good role-model when speaking to children. This helps them understand about the importance of everyone using good manners and promotes positive social interaction. Children's confidence and self-esteem grows as the childminder makes a point of praising them. Children develop in the three key skill areas of communication, language and literacy, numeracy and information, communication technology, which add to their skills for future learning.

Children are supervised carefully at all times and they learn how to manage their own safety with the support of the childminder. She talks to them about road safety and explains the reasons why they have to wear seat belts at all times when they go out in the car. Children regularly take part in fire drills to develop their understanding of what they need to do in the event of it being necessary to evacuate the premises. Children are well supported in adopting healthy life styles. They rush off to the bathroom to wash their hands before tea and it is clear that this is part of their normal, everyday routine. Children are provided with their own face flannel and towel, which helps to minimise the potential for the spread of infection. They play in the garden and visit the park and thus benefit from fresh air and exercise. Those children who have a sleep after lunch are well prepared for this as the childminder makes a point of giving notice that it will soon be time for their nap and talks to them about what they will do afterwards. Sleeping children are checked on at regular intervals. Children enjoy a varied range of home-prepared snacks and meals, which have regard for their individual dietary needs. The childminder chats to children about food and seeks their input about what they would like, which enables children to be fully involved and included.

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	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	3
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

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