

## Inspection report for early years provision

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<b>Unique reference number</b>	EY396791
<b>Inspection date</b>	18/03/2010
<b>Inspector</b>	Jane Nelson
<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.

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 was registered in 2009. She lives with her husband and two children aged four and five years, in a house in the London Borough of Hounslow, close to shops, parks, schools and public transport links. The childminder's mother-in-law and brother-in-law also live in the home. The open plan living, dining and kitchen area, on the ground floor and a bedroom on the first floor of the childminder's home are used for childminding. Bathroom facilities are on the ground floor. There is an enclosed garden for outdoor play.

The childminder is registered to care for a maximum of three children under eight, two of whom can be in the early years age range, at any one time. She is currently caring for one child in the early years age range who attends on a part time basis. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder's husband is her assistant and he helps her during the holiday periods and he is mainly responsible for helping with the documentation.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder follows children's individual routines providing reassurance and helping children feel secure and included. The required written records are maintained, however, requirements are not met regarding the recording of all administration of medication. The process for self-evaluation is still very new and not fully effective in identifying areas for improvement and development and how these will be achieved. Positive relationships with parents are encouraged and result in information being shared effectively.

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

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

- ensure a written record of all medication administered to children is maintained (promoting good health).
- 18/03/2010

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

- develop the use of self-evaluation to identify areas for future development and improvement
- develop a system to monitor children's development, identify their next developmental steps and how they will be supported in reaching these
- review the risk assessment to ensure all cleaning materials are inaccessible to children

- develop opportunities for children to socialise with their peers in a larger group and experience a wide range of play experiences to encourage their learning and development
- develop further understanding relating to safeguarding issues.

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

The childminder's home is warm and welcoming. Space is adequately organised to enable children to move around and play safely. The required record of risk assessment is maintained including some basic information relating to outings. Children are well supervised by the childminder to monitor their safety and precautions such as a safety gate are in place. However, some cleaning materials are accessible to children as they are stored on the bathroom floor, which is next to the area used for children's play. The childminder is aware of possible signs and symptoms relating to child protection and she is aware of the procedure to follow if concerns arise, however, her understanding of where to seek advice is less secure.

The required records relating to children's attendance are clear and well organised, however, medication records do not contain all the required information for each occasion medication has been administered. Discussion takes place with parents when children first start with the childminder, enabling her to find out about their home routines and share information about her policies and procedures. Ongoing information is shared with parents through daily verbal communication, and information about children's sleep and eating patterns is recorded in a daily diary. However, no system is in place to monitor children's development, resulting in no record of their progress being maintained and their next developmental steps not being identified. Parents state they are pleased with the childminder's service and that their children enjoy their time in her care. The childminder has considered how she will work with other settings, such as, nurseries and schools, which children in her care may attend.

The childminder's process for self-evaluation is in its infancy and is not yet fully effective in identifying areas for future improvement and development, such as, training, and developing further the range of play experiences she provides.

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

Children benefit from affectionate, positive interaction with the childminder which encourages their emotional development. The childminder is caring, calm and reassuring, sitting close to children and making suggestions as they play. Children's language development is encouraged well by the childminder, who shares their first language, naming objects and translating words into English. She encourages counting through repeating numbers and talks about pictures in a book with a young child. Number and alphabet picture posters are displayed reinforcing children's understanding of numbers and linking letters to objects.

Children demonstrate that they feel safe and secure with the childminder by standing and sitting close to her and playing and moving about safely. They bring books to show her and experiment with an interactive toy, pressing buttons and joining in with the "alphabet" song it plays. They are familiar with the song and follow the rhythm of the letters in the song. They demonstrate they are happy by smiling and laughing, repeating after the childminder, the sounds of letters she is showing them on an alphabet board. The childminder praises the children, for example, 'clever girl', and they are given lots of smiles and encouragement, which promotes their self-esteem.

Play activities mainly take place in the childminder's home, which limits opportunities for children to gain confidence and socialise in a larger group, and enjoy a different range of play experiences that encourage their learning and development. This also has an impact on opportunities for children to participate in the local community. Children see the childminder's culture reflected in her home, and are beginning to gain an understanding of the wider world through hearing the childminder speak different languages and programs they watch on a children's television channel. Children's individual needs are well known by the childminder and she talks about how they have developed since being in her care.

Children see the childminder follow good hygiene procedures, such as using tissues to wipe noses, encouraging their awareness of good hygiene practices. Parents provide the children's food and they enjoy their healthy snack of a banana and drink their milk from a bottle. Children have regular opportunities for outdoor play encouraging their good health and physical development in the childminder's garden, with visits to the park and walks to and from school.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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