

Inspection report for early years provision

Unique reference number	EY395980
Inspection date	09/02/2010
Inspector	Maria Therese Conroy
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).

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 partner and two children aged 13 and four years in Brentford in the London borough of Hounslow. The whole of the ground floor is used for childminding and there is a small enclosed paved area for outside play. The family has fish as a pet and a rabbit.

The childminder is registered for no more than three children under eight years of whom no more than two can be in the early years age range. The childminder is registered on the Early Years Register, compulsory part of the Childcare Register and is currently caring for one child in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children receive warm responsive care, making them feel safe and secure and a sense of belonging in the setting. The childminder has recently begun to care for children, so she is still at the stage of establishing some of the systems in place for her daily practices. The processes in place for identifying weaknesses and strengths are still very new, however the childminder is keen to build on the areas she has identified for improvement.

What steps need to be taken to improve provision further?

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

- review and improve the details obtained from parents when requesting consent to administer medication
- further develop knowledge and understanding of the EYFS in relation to the each child's specific stage of development
- further develop planning for the individual developmental needs and interests of each child ensuring that all six areas of learning are effectively promoted
- develop systems to encourage parents to contribute to the process of evaluating the quality of the setting to enable identification of areas for further development and how these will be achieved

The effectiveness of leadership and management of the early years provision

Children are safeguarded because the childminder has a sound understanding of child protection procedures. A record of all visitors to the premises is kept and identification is checked on those visiting the premises. Regular evacuation procedures are undertaken to ensure children learn how to leave the setting safely in the event of an emergency. The childminder has undertaken risk assessments, including risks associated with hazardous weather.

The process of self evaluation is very much in its infancy, as the childminder has only recently started to care for children. She has begun to think about some areas for development and has identified training that may support her, for example 'tracking children'. Although the childminder has yet to develop the process of involving parents in contributing to the process of self evaluation.

Discussions are undertaken with the parents and carers of children when a placement starts to ensure continuity of care is provided. A 'parents pack' is given to parents, this ensures they are informed of the service they are agreeing to. Details includes a sample menu, details of the daily routine, policies and procedures and contracts with consent forms. Although the consent format in place for medication does not contain enough detail. The childminder has a clear understanding of her role in relation to working with other professionals, which are linked to children in her care.

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

The childminder has a sound knowledge of the Early Years Foundation Stage (EYFS), however she is not fully confident in planning effectively to promote all six areas of learning in relation to children's individual developmental needs and their interests. Although the childminder has begun to undertake observations on the children, they are still in their infancy. These are supported by photographic evidence to share with parents.

The space is well organised to give plenty of space for young children to move around freely and play. Toys are set out so very young children can make independent choices, they also have opportunities to participate in the local community and socialise with their peers, through attending local groups with the childminder

Children's communication and language skills are promoted. Very young babies enjoy cuddles as the childminder reads stories to the children. They enjoy looking at the pictures, while the childminder explains the meaning of words to her own child who is slightly older, but also in the early years age group. Children enjoy listening to familiar rhymes and songs as they travel in the car and when they are at home.

Children's awareness of their own personal hygiene is encouraged through practices that are part of the daily routine. For example, they have their hands washed before they eat their snack. Parents provide the children's food and they enjoy their healthy snack which includes a variety of fruit. Children have regular opportunities for outdoor play, they visit the park and go for local walks.

Children are learning to keep themselves safe through daily activities such as when they go on local walks, they talk about staying safe while crossing the road. Younger children get used to routines such as stop look and listen before crossing the road. They are enrolled with the 'traffic club' and discuss stranger danger once they are old enough. All children take part in the practise fire drills on a regular

basis to ensure they are familiar with the steps to be taken in the event of having to evacuate.

The childminders own children act as a positive role model for very young children attending. There are consistent boundaries in place, which helps children feel confident because they know what is acceptable. The childminder consistently praises the children, for example 'well done', they are given lots of cuddles and plenty of smiles and warm gestures, all of which promotes children's self esteem.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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

Outcomes for children in the Early Years Foundation Stage	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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- develop a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email (procedures for dealing with complaints) 05/03/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as above 05/03/2010