

Inspection report for early years provision

Unique reference number	EY398302
Inspection date	26/05/2010
Inspector	Arda Halls
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 was registered in 2009. She lives with her husband and two children, aged two years, six months and four years, six months in a ground floor flat in Chiswick in the Borough of Hounslow. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of four children under eight years and is currently minding two children, one under one year of age on a full time basis and one aged five years on a part time basis. All areas of the home are used for childminding with the exception of the master bedroom. There is an enclosed communal garden for supervised outdoor play and the childminder takes children out on a daily basis to local parks and drop-ins for physical exercise. The childminder belongs to the National Childminding Association. The childminder does not provide overnight care.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder is caring and attentive, providing a stimulating and welcoming environment where children's individual needs are clearly identified and consistently met. Children are making good progress in their learning and development. The health and welfare of children is well managed. Strong partnerships have been established with the families and children. A well-organised portfolio contains all the required documents for effective childminding. The childminder has established a well organised system to monitor and evaluate her practice. This shows she has a strong capacity to maintain continuous improvements and to successfully enhance the opportunities for children in her care.

What steps need to be taken to improve provision further?

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

- further develop procedures to ensure that written risk assessments are fully implemented for outings
- ensure details for contacting Ofsted are up to date
- continue to develop the systems of recording the individual progress of children to clearly monitor children's progress and inform future planning to help move them onto the next stage in their learning
- continue to improve the health and welfare of children by assessing nappy changing procedure

The effectiveness of leadership and management of the early years provision

The childminder is well organised, children are cared for in a safe, secure and stimulating environment. All policies and documents are unique and suitable for the setting. These are shared with parents, the process is recorded to ensure all parents are fully aware of all aspects of the care their children receive. Children's individual care needs are accurately identified as they start at the setting, day to day routines are planned to take their needs into account. The childminder's practice is enhanced with the introduction of parent questionnaires. These show that parents are very pleased with the care of their children. This means there is a system in place in which issues are recognised and acted upon without delay. Parents are informed of day to day routines through the use of picture texts shared with individual parents as the need arises.

Information with regards to child protection is effective and therefore children are successfully safeguarded. The childminder attends additional training as it becomes available. The information from the Local Safeguarding Children Board is readily available, a policy statement informs parents of the childminder's commitment to monitoring children's safety and well-being. Children's safety is maintained as there is a comprehensive risk assessment for the home and communal garden. However, specific risk assessments are not in place for daily outings.

The childminder takes account of overall accessibility around the home to ensure she provides a fully inclusive and accessible environment for all children and their families. The family home is well-resourced. Children have space to play and to explore the good range of toys and resources that meet the needs of children of all ages. Low-level storage promotes the children's independence as they can make free choices about their play.

The childminder actively reflects on her practice and has available a self-evaluation document which demonstrates her strong commitment to enhance and develop her practice. She has established how her day to day routines meet the needs of children. Information is available to inform parents of how to contact the regulator should they have a compliment or complaint to make. However, the contact telephone number is not up to date. The childminder visits local play groups and toddler groups on a daily basis. She is establishing contact with schools and nurseries to ensure consistency in all early years settings and she works within the Early Years Foundation Stage to successfully promote learning for all children.

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

Children are happy and settled in the setting, they enjoy exploring a wide range of activities and resources. They are encouraged and given opportunities to be active, inquisitive and independent learners. There is a good balance of adult-led and child-initiated activities. The childminder has some experience working in a nursery setting. Consequently she is able to draw upon this experience to provide

interesting activities for children. She has a good knowledge and understanding of how children learn. Effective plans and observations show children are making good progress in their learning. However, the system of recording the individual progress of children does not consistently inform future planning to help move them onto the next stage in their learning.

Children's personal development, care and understanding of a healthy lifestyle is particularly strong at this setting. Children benefit from a well-planned menu that is shared with parents. Children of all ages share their meals together and food for younger children is appropriately prepared so they are able to eat the same food as the older children. The daily routine includes washing and regular teeth cleaning after lunch. Children have their own individual flannels and towels to ensure good hygiene practice is in place. Successful hygiene practice is adhered to at all times, in bathroom routines and around the home and kitchen. During the nappy changing procedure, however, disposable gloves are not worn and hands are cleaned by disinfectant gel.

Children's positive behaviour is consistently promoted and recognised. Children are given constant praise and encouragement and young children are held tenderly and spoken to softly to help them wake from sleeping and to encourage them in their routines throughout the day. Older children are actively showing kindness and consideration to others as they are encouraged and supported to be kind and gentle. The use of photographs for recording the children's routines is reassuring to parents and promotes the children's sense of belonging and self-esteem within the setting. Children thoroughly enjoy viewing pictures of themselves in a wide range of activities.

Children are developing the basic skills that prepare them for future learning. Counting, colour and shape recognition are consistently supported by the childminder throughout the day. Art activities are very well supported with a good range of materials and craft ideas. A good quality book display case provides children with abundant access to books that reflect favourite stories and characters as well as extending their understanding of different cultures and family backgrounds. Young children show good concentration skills, they become fully absorbed in listening to stories. They sit with the childminder and wave their arms and legs around as they listen to the childminder's active and innovative manner of reading. They tap the book at intervals and are fully engaged in the stories. A varied selection of trains and vehicles enable children to extend and develop their imaginative ideas. Children access additional cars and track both independently and with good support from the childminder, their language is extended with descriptions and conversations about how the cars and trains are to be moved about. The childminder ensures that children find their favourite cars and is fully involved in all aspects of the children's play and learning.

Regular outings in the local community promote children's knowledge of where they live. Road and personal safety is fully promoted through good practice when walking. Resources are adapted for the different ages of children. Visits to the parks and public library provide popular outings for children of all ages. Children have opportunities to take part in new experiences such as making their own play dough and they enjoy the childminder's animation as she sings songs about lions

sleeping in the night. The childminder provides many opportunities that extend the children's understanding of a healthy lifestyle and promotes all areas of learning through a good range of activities and experiences.

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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