

Inspection report for early years provision

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Inspection date	25/02/2010
Inspector	Kim Mundy
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.

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Description of the childminding

The childminder was registered in 1997. She lives with her partner and two children aged 9 and 12 years in Ruislip in the London Borough of Hillingdon. The whole of the ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The childminder drives/walks to local schools to take and collect children. She attends the local toddler group and takes children to the local parks.

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 at any one time and of these, three may be in the early years age range. The childminder is currently minding three children in this age range.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are having an enjoyable time as they play with a range of resources and participate in activities, which help them to make good progress in their learning and development. The childminder builds good positive partnerships with parents, which effectively help her to meet the children's individual needs. Children are safe and secure in the childminder's home and on regular outings. The positive use of self-evaluation and reflective practice ensure that the childminder is successfully continuing her own professional development and the development of her childminding service.

What steps need to be taken to improve provision further?

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

- further develop children's outdoor play experiences
- continue to develop systems for gathering information about children's developmental starting points.

The effectiveness of leadership and management of the early years provision

Children's welfare is promoted well because the childminder has a thorough understanding of safeguarding procedures and her role in protecting children. She has implemented an in-depth safeguarding procedure, which further promotes the welfare of children. In addition, adults in the home have a suitable criminal record check in place. Thorough risk assessments for the premises and outings reduces possible hazards to children so they are able to explore safely. All of the required documentation is well organised and clearly maintained.

The childminder places a strong emphasis on providing an inclusive environment where children feel valued as individuals. She adapts activities well to meet their individual needs in relation to their age and stage of development. For example, during a painting activity young children sit in their high chair using dabbers to paint with whilst sitting alongside older children at the table painting with brushes.

The childminder has a clear vision for the future and this is supported by her self-evaluation. Children benefit from the childminder's strong commitment to enhance and build upon her child care skills, for instance, she is currently doing a foundation degree in early years. The childminder is keen to extend children's outdoor play opportunities and to develop her system for obtaining children's developmental starting points from parents.

Partnerships with parents/carers is good; the childminder has a thorough settling in procedure, which includes optional visits to the children's own home to complete contracts. Parents are kept up-to-date with their child's routine and activities through the use of a daily diary system. The childminder has comprehensive systems in place for monitoring and recording her observations of children during their play and significantly links her findings to the outcomes of the early learning goals. In addition, the childminder uses this information to plan their next steps for learning. Procedures are fully developed to share children's developmental records with parents as well as other settings the children may attend. Parents are given information about the early learning goals, which their children are working towards. Letters from parents reveal that they are pleased with the service offered and that their children are settled and happy.

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

Children are happy, confident and well settled in the comfortable and relaxed atmosphere of the childminder's home. They are able to make good progress towards the early learning goals with the kindness, support and care of this childminder. Children are being encouraged to be curious learners as they make choices about what they play with. The childminder's interaction with the children is enthusiastic and she uses open questions and praise to help extend their learning and develop their speaking and listening skills. She is particularly skilled at knowing when to step in and offer children support/guidance to extend their learning.

The childminder helps children to develop good social skills, which enables them to play co-operatively together. Children have many opportunities to practise their early mark-making skills both in and outdoors as they use paint brushes and water, chalks, pencils and crayons. Children write for a specific purpose, for example, when celebrating Halloween, they noted down the spiders and webs they found at the park in their individual notebooks. They enjoy a wide range of art and craft activities, for instance, painting, drawing and sticking. Children show a keen interest in imaginative play as they dress up and push the dolls in the buggy. They begin to act out basic storylines with small world toys, such as cars. Children are extending their problem-solving skills as they fit puzzles together and build with a

variety of construction toys.

Children develop their knowledge and understanding of the world in which they live as they plant sunflower seeds and observe birds and animals in the garden. They broaden their experiences, for instance, as they visit the farm. Children are finding out how things work as they use cash tills, telephones and press buttons to activate lights and sounds on interactive toys. The childminder has a good understanding of how children learn and develop, and she ensures that they are having fun whilst learning through play.

Children are learning about how to keep themselves safe as they practise the emergency evacuation plan, talk about road safety and other possible dangers. Children's accidents and medication are well managed, and all required records are in place and completed accurately. The childminder holds a valid first aid certificate to enable her to deal appropriately with any accidents. Children are very well-behaved, the childminder helps young children to learn to share by giving simple explanations.

To encourage and support healthy eating, children pick apples off the trees and cut them up in preparation for their crumbles, which they take home. They enjoy sociable meal times as they sit together at the table and high chairs are available for the comfort of younger children. As part of their daily routine, they brush their teeth after meals and wash their hands at appropriate times. Children's health, safety and well-being are promoted well by the childminder.

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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