

Inspection report for early years provision

Unique reference number	EY395274
Inspection date	10/03/2010
Inspector	Kim Mundy
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.

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Description of the childminding

The childminder was registered in 2009. She lives with her husband and one child, aged over eight years, in Harrow Weald in the London borough of Harrow. The whole of the ground floor of the house, first floor toilet facilities and one front bedroom are used for childminding. There is a garden for outside play. The family has no pets. The childminder walks/drives to local schools to take and collect children, and she attends the local parent/toddler group.

The childminder 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. She is currently minding three children in this age range. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children have an enjoyable time as they access a range of activities, which helps them to make good progress towards the early learning goals. The childminder implements clear practices and procedures, which help to fully safeguard and promote children's welfare. The good partnerships with parents, carers and others mean that children's individual needs are met very effectively. The childminder has systems in place to monitor her childminding service and she enthusiastically works towards continual improvement.

What steps need to be taken to improve provision further?

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

- obtain parents' opinions in relation to their children's developmental starting points
- develop planning, assessment and observation procedures to enhance children's experiences and learning outcomes.

The effectiveness of leadership and management of the early years provision

The childminder is very affectionate and caring towards the children, who are relaxed and happy in her care. Children's welfare is safeguarded as the childminder has gained knowledge and understanding of her responsibility in child protection and all adults in the home are suitably checked. The children are exposed to minimal hazards because the childminder carries out risk assessments for her premises and outings. On outings, children wear a special badge with the childminder's contact number. The childminder ensures she can respond appropriately if children have an accident, for example, she holds a valid first aid

qualification and maintains all documentation relating to accidents.

The childminder monitors the effectiveness of her provision through the use of the Ofsted self-evaluation form. She keeps up-to-date with necessary changes and recognises the importance of continually developing her knowledge and skills through training courses and working closely with other early years providers. The childminder recognises the need to obtain further information from parents about the children's developmental starting points, which will help her to securely plan their next steps in learning.

The childminder places a strong emphasis on meeting children's individual needs through developing good relationships with parents and carers. Good communication systems between parents and the childminder mean that children are content and secure. Comprehensive policies and procedures are in place to support children's welfare and these are shared with parents, who are very pleased with the service they receive. The childminder has developed effective links with the other provisions that the children attend to exchange information between teachers, parents and herself. Consequently, they benefit from these effective partnerships as they promote continuity of care and learning.

Children benefit from the welcoming and inclusive atmosphere in which they play and learn; they happily use the good selection of developmentally appropriate toys and learning materials. Posters and art work are attractively displayed and the childminder makes good use of the space in her home and garden. Children have access to a range of good quality toys, equipment and nursery furniture. They freely explore and investigate their warm and welcoming environment.

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

Children are developing an appreciation of a healthy lifestyle; they are encouraged to follow good hygiene practices to prevent the spread of germs, such as washing their hands before eating. A sick child policy is in place to ensure parents know when to keep their child at home to prevent the spread of illnesses. The childminder has attended Food and Hygiene training to ensure that foods are stored and prepared appropriately. Children's individual dietary requirements are catered for and they are offered nutritious home-cooked foods. The childminder is safety conscious; children learn about road safety when out and about in the community and they practise the fire evacuation procedure so they know what to do in the event of fire. Children enjoy fresh air and exercise on a daily basis; they are increasing their physical skills as they run, climb, slide and steer wheeled toys.

Children have a great sense of belonging at the childminder's home, for instance, on arrival they tell visitors where to put their coat and to store their shoes. Children make good progress in all areas of their learning and development because the childminder plans an exciting range of activities and sets up the play area to entice them to make their own choices about what they want to play with. The childminder enthusiastically embraces the Early Years Foundation Stage framework. She has started to develop her systems for assessing children's

progress and identifying their next steps for learning, although this requires further development to closely monitor and enhance their learning outcomes. The childminder uses photos of children during their play to support her evidence of their developmental progress.

The childminder's interaction with the children is very enthusiastic and she consistently uses open-ended questioning to help extend their speaking and listening skills. She praises and encourages children and as a result, they gain confidence and self-esteem. Children have many opportunities to develop their mark-making skills as they draw with pencils and chalks, and make patterns in corn flour and water. They know that print carries meaning as they observe their name on their coat pegs, words and letters in the environment and make letters out of play dough. The childminder is skilled at extending children's learning by using mathematical language during their play, for instance, in relation to size, shape, colour and number. In addition, children are developing their problem-solving skills as they thread beads on wires, fit puzzles together, post shapes and use a variety of construction toys. Children are finding out how things work as they use the musical keyboard and push button toys. Various activities develop children's knowledge and understanding of the world in which they live. For example, playing with a range of multicultural resources, collecting leaves at the park and buying different fruits to make fruit salad. They also enjoy celebrating a variety of festivals, such as Halloween and Christmas. During Chinese New Year festival celebrations, children made beautiful lanterns and used chop sticks to eat with. In addition, they have fun and broaden their experiences on outings, for example, to the local library, pre-school groups, British Museum and Kew Gardens. Children are having a lovely time as the childminder meets their individual needs with utmost kindness and care.

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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