

Inspection report for early years provision

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Inspection date	22/04/2010
Inspector	Hazel Farrant
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 three children aged 19, 16 and eight years old in Hounslow, Middlesex. The ground floor of the childminder's house is used for childminding. There is a fully enclosed rear garden available for outside play and access is on street level. The childminder is registered to care for six children at any one time; three of these may be on the Early Years Register and three may be on the Childcare Register. In addition to this the childminder is also registered on the voluntary part of the Childcare Register. There are currently three children on roll, two of which are in the early years age range. There are no family pets. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and content with the childminder because she knows them as individuals. The childminder offers a well-organised and welcoming home environment where children enjoy a wide range of activities and make good progress in their learning and development. She works closely with parents to promote children's changing needs and interests. The childminder is dedicated in her care of the children and she has a clear capacity to sustain and develop her existing good standards.

What steps need to be taken to improve provision further?

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

- implement systems of self-evaluation to identify and maintain continuous improvement
- update the record of risk assessments to include assessments of risks for outings and trips
- ensure the knowledge gained from observing children is used effectively so that records of children's progress clearly show the actual stage of development they are at in relation to the stepping stones of the early learning goals and what the intentions are for progressing them onto their next steps ensuring all children are supported to reach their full potential.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of how to keep children safe and has a clear policy in place which all parents receive a copy of so they know how their child will be protected. The policy also includes procedures for responding to any allegations she may receive and the childminder has attended training in this area. She also keeps a record of all visitors to the home in order to provide further

protection to children. The childminder is vigilant in her supervision of children which ensures they are safe at all times. There are clear procedures for evacuating the premises and dealing with emergencies should they occur. All of the required documentation is in place, well-organised and maintained confidentially.

The childminder is newly registered and has begun to monitor and evaluate her provision informally, but has not currently completed a formal self-evaluation process to help her identify key areas for improvements. The childminder is enthusiastic and keen to provide an environment where children feel comfortable, safe and enjoy their learning. She is also accessing training so that she can continue to extend her childcare skills further. Children are able to access an exciting range of toys and equipment. Children are able to move around easily and safely as they make choices about what they want to do.

Good systems are in place to promote children's safety and daily checks ensure that all areas of the home are safe for use. The childminder has taken further measures to ensure children's safety, for example, by the provision of stair gates and socket covers. However, although the childminder has good procedures in place when she takes children on outings, there is no formal record in place. Emergency evacuations are practised with the children and a record is maintained. The home has been organised very well to allow children to easily access a good range of resources in a variety of rooms and this promotes their choice and confidence well.

Partnerships with parents are a clear strength. The childminder has developed a comprehensive range of information which she shares with parents. It includes copies of her policies and procedures to ensure they are fully aware of all aspects of the service provided. The childminder works closely with parents to agree the arrangements for children's care, to organise effective settling-in visits and to ensure successful ongoing communication. As a result, children are happy and settled in the childminder's care. Parents are extremely satisfied with the arrangements in place which is backed up by testimonials sought in readiness for the inspection. The childminder is suitably aware of the importance of working with other professionals and settings that children attend so that their care and learning are supported well. The childminder values each child and gets to know them well. As a result, they flourish in the supportive and inclusive environment offered.

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

Children have good opportunities for free-flow around the ground floor of the home as they happily explore their environment choosing what they would like to do. Children's art work is displayed which gives them a sense of pride. Children enjoy the toys available to them and have fun playing with the play dough they made earlier. They skilfully use rolling pins to flatten out the dough, make holes with various implements and proudly announce what they have made, for example, one child made 'an eye'. Children mould the dough in their hands and enjoy the feel of the texture. They have good opportunities to problem solve as they make their own models from a variety of boxes of different shapes and sizes.

Children's knowledge and understanding of the world is well supported as they take part in food tasting session. For example, recently children were able to taste fresh fruit which helps them to link in with understanding about healthy eating and lifestyles. Children's health is well promoted as they enjoy snacks of fruit and are offered drinks of water regularly. Children learn about good hygiene as they wash their hands at appropriate times using liquid soap and clean towels. The childminder is very good at encouraging children's awareness of safety because she provides an explanation about what they need to do and why. For example, when paints are spilt she explains why they need to be cleaned up and when going for walks they learn about road safety. The childminder's clear strength is in promoting children's communication and language skills, and helping them to manage themselves within their environment. Children flourish in the encouraging atmosphere she provides.

Warm relationships are in place between the childminder and the children and lots of communication ensures they are sociable and happy. They learn about the need for simple rules, such as sharing, and respond well to praise, for example, as they correctly name colours and count objects. Children enjoy outings in the local community, for example, to parks, the library and the Children's Centre; this helps them to learn about their local community. The childminder also helps children to acknowledge a range of festivals so they understand about other cultures and learn to value differences. Children benefit from a range of multicultural resources and have access to dual language books. Planned activities and visits to places of interest also help children to gain awareness of the wider world.

Children like to snuggle up with the childminder to listen to stories she tells or to share story books. They have a variety of opportunities to practise their mark making skills, using writing materials and drawing lines and circles with paint brushes and sponge rollers. They learn to use tools and simple equipment safely; for example, using scissors to cut up collage materials to make cards to take home. The children concentrate hard, with looks of determination then excitement on their faces as cut out the various shapes. A well stocked dressing up box is a favourite with the children, who freely choose different accessories and giggle when they look at themselves in the mirror.

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	3
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

The quality of the provision in the Early Years Foundation Stage	2
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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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