

Inspection report for early years provision

Unique reference number	EY397142
Inspection date	08/06/2010
Inspector	Louise Bonney
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 registered in 2009. She lives with her husband and school-aged child in Southall, Middlesex, close to shops, parks, schools and public transport links. Her husband provides occasional support as her assistant. The whole of the ground floor flat is used for childminding. Children have closely supervised access to the communal gardens for outdoor play.

The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She is registered to care for a maximum of five children under eight years at any one time, no more than three may be in the early years age range. She has three children currently on roll in the early years age range who attend part-time. The childminder provides care from Monday to Friday and occasional weekends throughout the year. The childminder supports children who have English as an additional language and she speaks English, Hindi, Tamil and Telugu.

The childminder takes and collects children from local schools and attends the local children's sure start centre and the library regularly. 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.

The childminder organises her provision well and provides good support for children's health and safety through her daily routines, activities and risk assessment. She has effective policies, procedures, records and documentation that safeguard the children. She systematically records and plans for children's learning and provides developmentally appropriate activities that help them progress well. She frequently attends training and uses this to help evaluate and develop her provision. She establishes good partnerships with most parents and gives particularly good support to children with English as an additional language. She establishes links with others who support children's special educational and/or disability needs, and seeks information from parents and teachers about children's progress. However, she does not yet sufficiently share learning and development records to further develop continuity in children's learning and development.

What steps need to be taken to improve provision further?

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

- ensure that parents have regular opportunities to review their children's progress and contribute to their child's learning and development record
- develop systems that support a regular two-way flow of information with other providers, such as nurseries, to share the children's development and learning records and any other relevant information.

The effectiveness of leadership and management of the early years provision

The childminder thoroughly risk assesses her premises and reviews her risk assessment records as children develop and activities change. This helps her minimise hazards effectively. She attends additional training for child protection and checks her policies and procedures comply with the latest guidance. She shares her written policies and procedures with parents, who sign their agreement. She organises monthly fire drills with the children, which ensures they know how to safely evacuate the premises in an emergency. This safeguards the children effectively.

The childminder shows good levels of commitment to her continual development. She attends support meetings to develop her understanding and awareness of childminding issues. She attends various training workshops, such as for imaginative play, risk assessment and tracking children's development, and is waiting for information about Level 3 training courses. She uses her training to develop her provision effectively. For instance, she now records and assesses children's progress towards the early learning goals and uses these records to plan activities that build on their prior learning and interests. This ensures they make good progress in all areas of learning.

The childminder provides an inclusive setting where children's individual needs are recognised and valued. She liaises closely with parents whose children speak English as an additional language and agrees how to support both their home language and English in her setting. This helps support children's confidence in both languages. She organises activities that reflect their own and other festivals, such as Diwali and Christmas, and takes them out into the community. This helps them develop understanding of similarities and differences and to make links with others as they socialise with larger groups.

The childminder establishes good relationships with parents, who reflect in written testimonials how they are extremely happy with her service. They agree the provision through the completion of contracts and consent forms. The childminder spends time at handover to talk to parents about children's development and interests, as well as through a daily diary. The childminder further involves parents in their children's learning by giving them ideas of activities to support their new experiences, such as a CD of rhymes the childminder is introducing children to. She shares children's progress records with parents periodically, but does not yet encourage them to contribute to these records. She has experience of working closely with others involved with children who have special educational needs and/or disabilities. She seeks information from parents about children's experiences in other settings such as nurseries, but systems do not yet sufficiently support the two-way flow of information to help provide continuity in children's learning and development.

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

The childminder shows good understanding of the Early Years Foundation Stage. Children enjoy a varied range of activities both at home and outside in the community. The childminder continually introduces new activities to extend children's experiences, such as regular visits to group activities at the local Sure Start Children's Centre or to the library's rhyme time. She observes children during their activities and assesses their levels of development in all areas of learning, and then plans stimulating activities that help them make good progress in their development. She provides toys and resources that are appropriate to children's levels of development and which they show interest in as they explore and initiate their own play. She adapts her premises as their needs change, such as by moving furniture so that babies have more room to crawl and as they begin to toddle. The childminder ensures children have daily opportunities to play outside. Children have easy access to the communal gardens via a door from the childminder's flat, and she sets up activities outside which she then closely supervises. This ensures children's safety while allowing them good opportunities for fresh air and exercise.

Children develop good understanding of health and safety through daily routines, and the childminder supports children's dietary and medical needs appropriately. Babies show they feel safe and secure with the childminder as they settle happily to their activities. The childminder is sensitive to their feelings and gives them warm and caring support at all times. Children show a sense of belonging as they welcome her daughter home, with the exchange of many smiles and hugs. They enjoy the interaction of the childminder, who introduces new ideas as they play with their toys, such as how to throw and roll a ball together. Babies listen as the childminder makes eye contact with them and sings them songs or describes what they are doing. She uses English and their home language to help them develop both languages, and shares new words children say with parents. This recognises and values children's individuality while supporting language development. The childminder encourages appropriate behaviour by providing activities that require sharing and turn-taking. She helps preschool-aged children enjoy challenges during fun activities she leads, such as games that require them to separate and bring together groups of toys to promote calculation and to recognise numbers. This helps them progress well in their learning and development.

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	3
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

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

Met