

Inspection report for early years provision

Unique reference number	116066
Inspection date	21/07/2010
Inspector	Jane Nelson
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 1997. She lives with her husband, adult son, 15 year old son and 11 year old daughter in a house in Brentford in the London borough of Hounslow. The living room, conservatory and bathroom on the ground floor, are used for childminding. There is a secure garden for outdoor play.

The childminder is registered to care for a maximum of four children under eight, all of whom can be in the early years age range, at any one time. She is currently caring for two children in the early years age range and one child after school. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder has an National Vocational Qualification Level 3 in childcare. The childminder helps operate a local parent and toddler group, which in addition to other local resources for children under five, she attends with the children on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a secure knowledge of children's individual needs, personalities and preferences. This encourages children to feel included, secure and enjoy participating in the varied range of experiences she plans and provides. The required records and documentation are in place and most reflect the necessary current information. Most requirements are met. Good relationships with parents are promoted and result in information being shared well between parents and the childminder. The childminder uses self-evaluation effectively to identify what she feels is working well, although this is not yet used comprehensively to highlight issues for future development.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure the record of the risk assessment identifies all aspects of the environment that need to be checked on a regular basis and is reviewed and updated as needed: in particular when changes are made to the premises or organisation of space (Suitable premises, environment and equipment).
- 21/07/2010

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

- continue the development and assessment of observations to focus future planning and consistently identify 'what next' for children

- monitor records, policies and procedures required for the safe and efficient management of the setting and to meet the needs of the children to ensure they contain full and relevant information and are updated when needed
- continue the development of self-evaluation to identify future training needs and how these will be achieved

The effectiveness of leadership and management of the early years provision

The childminder has recently reorganised and increased the space in her home resulting in an improvement to the areas used by children and enabling her to increase storage and make play materials more easily accessible. The childminder supervises children well and uses risk assessments effectively to maintain and monitor safety. The required record is maintained, including risk assessments for outings. However the risk assessment record has not been updated to include issues highlighted by the recent change to the premises and how risks were minimised while the work took place. The childminder has a clear understanding of issues relating to child protection, her responsibilities, and is aware of the procedures to follow if concerns arise.

The childminder provides a good range of play equipment and plans a range of activities that encourage children's development, through both home based play and during regular visits to local pre school groups where children have opportunities to socialise with their peers in a larger group. The childminder demonstrates a good commitment to ongoing improvement. For example, she has completed a Level 3 National Vocational Qualification in childcare since her last inspection and is involved in operating a local parent and toddler group, both of which she feels have widened her childcare experience and increased her knowledge. She has begun the process of using the Ofsted self-evaluation form as a basis of assessing what her setting offers, and has found this helpful. Although this is not yet fully developed, for example, to plan her future training needs and how these will be achieved.

The childminder maintains clear and informative observations relating to individual children's development, which together with examples of their creative work and photographs demonstrate children's progress and help her plan activities to support children's individual needs. Some observations identify 'what next' relating to individual children's development and refer to how this has been achieved in consecutive observations, although this is not included in all observations consistently. The childminder's written documentation and the required records are maintained and generally well organised, although some detail in information is not consistent and has not been updated to reflect recent changes to contact details for the regulator Ofsted.

The childminder encourages good relationships with parents, through daily discussion, written information recorded in children's daily diaries and her observations of children's development. The children currently in her care have all been with her for some time. Parents comment that the childminder is caring, loving and very reliable. They refer to the many activities that she provides and

how their child has thrived and developed excellent social skills. The childminder and parents work together effectively to ensure continuity for children particularly with regard to issues, such as, potty training. The childminder works effectively in partnership with other settings that children attend. For example, she has built good links with a local school during her years of childminding and has developed this to include the children she currently cares for, enabling her to support and extend their learning.

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

Children enjoy a good range of activities that encourage their development and are helping them to develop skills for the future. Their interests are followed by the childminder who moves with children between the inside and outdoor environments on a sunny day. Children demonstrate that they feel happy and secure in the childminder's care, and enjoy her involvement in their play, constantly vocalising, laughing, and responding to her when she praises their achievements.

A range of play materials and equipment are set out in the conservatory and in the childminder's garden encouraging children's interest and inviting them to investigate and make choices about what they play with. Children enjoy exploring some play dough and make a roaring noise when they see the dinosaur cutter. The childminder helps them by rolling out the play dough and children feel and press into the dough with their fingers, they choose a spoon from a selection of utensils and try to use this with the play dough, pressing it into the dough. Children indicate to the childminder that they want to play outside and they enjoy a game of kicking the football with her in the garden. They skilfully aim for the goal set up in the garden, and shout 'goal' when the ball goes into the net or hits the fence. Children choose a scooter from a play house where the outdoor toys are stored. They position the scooter, and carefully balance it, successfully using one foot on the scooter and the other to push themselves along. Children decide to try another scooter which the childminder recognises may be a bit difficult for them to use, so she helps them to use the scooter safely. Children enjoy listening to the story of 'The Hungry Caterpillar' which the childminder reads to them. They sit with her at a child size table, helping to turn the pages, vocalising and making a roaring sound. They laugh and get excited when they see the ice cream that the caterpillar eats through. Children say 'mmm' when they see the ice cream, and want to return to the page where they see the ice cream, repeating 'mmm' they smile and laugh with the childminder. The childminder uses a book about potty training to initiate a short discussion about using the potty and trying to do this soon. Children see a small doll's shoe on the floor, and try fitting this onto their own foot. The childminder talks about the shoe being too small and suggests she put it on the doll's foot which it will fit.

Children participate in the local community and have frequent opportunities to socialise with their peers in a larger group. They attend several local parent and toddler groups with the childminder and regularly visit resources, such as, the book and toy library. They see diversity and the wider world reflected in resources such

as books, puzzles and play figures they use daily, and activities relating to festivals such as Diwali are included in the range of play experiences the childminder provides for children.

Children are learning about their own safety through reminders from the childminder to hold her hand, as they move down from the step into the garden, and to be careful in their play. Children listen to the childminder as she talks about applying sun cream to protect their skin and indicate they want some on the back of their neck. They learn about their own hygiene through practises that are part of their daily routine, for example, the childminder gives children wet wipes to clean their hand before their snack of fresh fruit, and they wash their hands in the bathroom before having lunch. Children enjoy their snack of fresh fruit and a sandwich at lunch time. They help themselves to frequent drinks from their feeder cup, they are in the process of gradually progressing to an ordinary drinking cup, which the childminder makes sure does not have too much water in enabling children to use the cups safely and avoid spills.

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	3
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

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	3
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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