

Inspection report for early years provision

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Inspection date	05/07/2010
Inspector	Martha Naa Ahimah Darkwah
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 1996. She lives with her family including two children aged 17 and six years in Hillingdon, Middlesex in the London borough of Hillingdon. The whole of the ground floor of the childminder's house is used for childminding. There is a fully enclosed garden for outside play. The family has two rabbits.

The childminder is registered to care for a maximum of five children under eight years with no more than three in the early years age group at any one time. She is currently minding two children in the early years age group and two children after school. The childminder is registered on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register. She supports children who have English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are provided with a welcoming environment enabling them to settle very quickly. They enjoy a range of play experiences supporting their learning and development; however, the systems for observation and planning are in their infancy. The childminder works effectively in partnership with parents to meet children's individual needs and is prepared to work alongside other agencies should the need arise. There are systems in place for required documentation, but some are not maintained in sufficient detail. The childminder has begun to reflect on her service and has shown her ability to maintain continuous improvement by addressing actions set at the last inspection in order to benefit the children.

What steps need to be taken to improve provision further?

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

- ensure a record is maintained of the names of the children looked after and their hours of attendance (Documentation) 19/08/2010
- carry out a full risk assessment for each and every outing taken with minded children (Safeguarding and promoting children's welfare) 19/08/2010

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

- develop further the partnership with parents to involve them in their child's learning and development and how to support children's learning at home
- develop further the systems in place for observing and planning for children by analysing the information obtained, to help identify their next steps for

learning

- carry out regular evacuation drills and record details in a fire log book of any problems encountered and how they were resolved.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as the childminder demonstrates a suitable understanding of child protection and retains detailed guidance to support her to do this. The childminder has conducted risk assessments of the premises in line with regulations in order to reduce hazards both indoors and outdoors. In addition, she carries out a daily safety check. Children enjoy regular trips to local places of interest such as the library's music and movement sessions. The childminder is yet to conduct a detailed risk assessment for each type of outing undertaken with children. This is a breach of regulation.

Most required documentation is in place; however, the current system for recording children's daily attendance is not secure. For example, although the daily attendance register is completed for children attending, it is improvised and not well organised to enable easy analysis of the data. For example, some records are on serviettes and single sheets of paper of varying sizes. This is a breach of requirements.

Each child is respected as an individual and the childminder works in partnership with the parents to enable her to provide continuity of care. The childminder reports that since the last inspection she has attended training courses on the Early Years Foundation Stage and is currently developing her knowledge and understanding of this. As children play with a range of cars and trucks in a toy garage, the childminder extends their play by challenging them to think through questions such as which vehicle lives in the fire station. Children confidently respond and make fire engine sounds and receive praise from the childminder. They learn to problem solve by checking and choosing the right size toy figures to fit the cars, using words such as small and big. The childminder reinforces and models the meaning of mathematical language such as big and small, taller and smaller, as she incorporates this into the games they play.

She has good relationships with parents and communicates verbally and in writing each day. The childminder has begun to undertake the self-evaluation process, which has enabled her to begin to assess the strengths and weaknesses to improve the quality of provision for all children. In addition, she has identified that she will attend further training to bring about improvement to benefit all children. The childminder verbally communicates with parents keeping them informed of their child's care. Written communication systems in place include a daily diary and regular questionnaires for parents to help her evaluate her service. Information is sought when a child starts, to ensure continuity of care is provided and to help the childminder in identifying what children's starting points are. The childminder is aware of children's individual needs including their health needs to ensure she is fully secure in her knowledge of some of those individual needs. However, she is yet to involve parents in their child's learning and development in relation to how

to they can support children's learning at home.

The childminder has a valid first aid certificate to enable her to treat the children appropriately in the event of an accident. The childminder effectively works in partnership with parents to ensure children's individual needs are met. Parents report that their children are happy with the childminder who remains cheerful and calm, and treats all children with care teaching them numbers, colours and shapes. The childminder is willing to work alongside other providers and agencies when the need arises to ensure that children's welfare, learning and development are sufficiently supported.

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

The childminder has begun to undertake observations and track children's progress but they are in their infancy and are not yet embedded to consistently support children's next steps in learning and enable ongoing planning of challenging and exciting activities. She is aware of children's interests and their individual needs, which is carefully recorded with the support of parents. She has a sound knowledge of the Early Years Foundation Stage and has recently attended training. However, she has yet to confidently analyse the information obtained through the observations, and does not currently use the practice guidance to support and guide her in planning for children's individual needs.

Children have a secure relationship with the childminder and she supports children settling into her provision. Children receive a suitable range of experiences while in the care of the childminder, both in her home and sometimes at local music and movement sessions and drop in centres. Children choose their own resources to instigate play. The toys are effectively organised in containers in the lounge to enhance their learning environment.

Their communication skills are enhanced by the childminder respecting their home language and learning keywords and phrases. They begin to be independent and are encouraged to take responsibility for tidying up, putting on outdoor clothes and shoes when going on an outing or using the garden.

Children's language skills are enhanced, the childminder spends quality time in reinforcing communication skills. Children can visually see letters of the alphabet on the posters on the wall. Young children begin to problem solve as they sort colours and connect bricks together. Children enjoy dancing to the music, moving their bodies in time to the music and are able to explore sound with musical instruments. Children press buttons on electronic toys and are pleased with the result of their actions as they listen to the sounds.

The childminder states that regular fire drills are carried out to help children learn how to keep themselves safe in the event of an emergency. However, there is no record of this. They are learning to keep themselves safe through the daily routine; they hold the buggy when they go on local walks, they talk about stranger danger when they go to the park and have straps on the buggy when they go out.

Children are provided with a balanced menu that promotes healthy eating, they are encouraged to gain independence skills by feeding themselves with the support of the childminder as they sit comfortably at the table. They benefit from healthy snacks and meals as the childminder works in partnership with parents to nourish the children. They are reminded to take a drink regularly to quench their thirst. Children are encouraged to learn about personal hygiene as they routinely cleanse their hands after toileting. Children are offered praise and encouragement to promote good behaviour, enabling them to develop a sense of right and wrong. They remind each other that they need to listen to the childminder and respond to her instructions.

Children are becoming confident and self-assured; they receive praise throughout the day. The childminder continually gives them eye contact and smiles in response to their positive actions; she is warm and responsive to the children, which promotes their self-esteem.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

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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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