

Inspection report for early years provision

Unique reference number	EY402479
Inspection date	28/06/2010
Inspector	Deborah Jane Orchard
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

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

© Crown copyright 2009

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 registered in 2010. She lives with her partner and one child aged two years on a barge moored in Chiswick, in the London borough of Hounslow. The living areas and bedrooms on the lower level of the barge are used for childminding purposes and a living area on the top deck of the barge is also available. There are toilet facilities available on both levels. The childminder has safety measures in place to prevent children accessing the outside of the barge and has a secure garden area available for outdoor play. The childminder is registered to care for a maximum of five children at any one time, of whom two may be in the early years age range. She is currently caring for one child within the early years age group. She is registered to provide overnight care for two children. The childminder is registered on the Early Years Register, and 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.

The childminder provides an interesting range of activities, which cover all areas of learning and development. This enables her to effectively meet the individual needs of the children attending. She has made a positive start to childminding, which in some aspects is outstanding. Highly effective engagement with parents, promoting healthy lifestyles and enabling children to make a positive contribution are particular strengths of the setting. The childminder has begun to look at what she has been able to achieve so far. She is completing a written self-evaluation, which is helping her to identify some strengths and areas for development. This demonstrates her capacity to maintain continuous improvements.

What steps need to be taken to improve provision further?

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

- continue to build on the use of self-evaluation to support driving further improvement.

The effectiveness of leadership and management of the early years provision

The childminder has a clear understanding of safeguarding issues and knows her role and responsibilities should she had any concerns about the children. The childminder carries out regular checks and risk assessments for all areas used by children both inside and outdoors. She pays particular attention to ensuring the children can enter and leave her barge home safely. Any potential hazards are quickly identified and addressed. Children are kept safe when they go out as the childminder supervises them carefully.

Children benefit from the highly effective relationships the childminder establishes with parents. She spends lots of time getting to know the families and making them feel very welcome. The childminder ensures they are familiar with her routines and provides them with opportunities to visit groups, where she takes children. Information regarding children's individual needs is gathered from parents. Daily diaries and verbal communication ensure parents are kept fully informed about their children's day. Individual profiles containing progress records and pictures are shared and discussed. The childminder actively seeks the views of parents regarding the service she provides. The written and verbal feedback indicates they are delighted with the care their children receive. The childminder recognises the value of working with others involved in each child's care. She establishes good relationships with extended family members and plans to build relationships with other agencies as the need arises.

Children have access to a good range of resources, which are stored in low level containers. This enables children to be able to make choices in their play materials. Suitable furniture is available to meet the needs of the children attending, such as cots and push chairs. All equipment is kept clean and in good repair. Children have plenty of space to move around and play safely.

The childminder is building on her systems for self-evaluation to support her in identifying areas of strength and development. She is keen to attend additional courses to enhance her knowledge. She is very enthusiastic and demonstrates a commitment to continuously enhancing the service she provides for children in her care.

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

Children are very happy in this unique learning environment. The childminder has good knowledge and understanding of the Early Years Foundation Stage, which she implements effectively. This means children are able to make good progress in all areas of their learning and development. The childminder knows the children well, she carries out sensitive observations, which she uses to help her to plan the next steps in their individual learning and development. She provides individual profiles which include photos, examples of their work and information regarding their development.

Children spend their time purposefully, engaging in a range of interesting activities. They smile and giggle as they dance to music. They have fun working out how things work as they use the microphone and listen to their voices being played back. The childminder supports their learning as she helps them to make links and extends their language. For example, as they stop to listen to the helicopter flying overhead and talk about the transport toys they are playing with. Children have good opportunities to be creative they select musical instruments and explore different sounds. They make their mark as they draw and paint on large sheets of paper. Children have excellent opportunities to make a positive contribution. They are extremely settled and have a strong sense of belonging in the care of the sensitive childminder. Even very young children are happily tidying up and learning

to share. They behave very well as the childminder is attentive towards their needs. They are able to recognise and value differences as the childminder talks about the colour of their eyes and hair as they draw pictures together.

Children are learning how to stay safe in the setting. They are safely escorted on and off the barge and gently reminded of ways to stay safe. For example, as they use the stairs. They participate in evacuation procedures, so they know what to do in an emergency situation. Children have excellent opportunities to learn about healthy lifestyles. They keep hydrated as they have access to their individual water cups throughout the day and stop for drinks when they are out walking in hot weather. They spend lots of time out in the fresh air. Children excitedly point to the ducks whilst walking by the river. They are able to access a wide variety of toys in the enclosed garden and grow and care for fruit and vegetables outside. Children thoroughly enjoy the lovely food provided for them. They sit together at a low level table to eat their home made soup, fruit and yoghurts. Young children are very secure as their care needs are fully met, they settle down happily to sleep for a short while after their lunch.

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	1

The quality of the provision in the Early Years Foundation Stage

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

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	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----