

Inspection report for early years provision

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Inspector	ISP Inspection
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.

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 1996. She lives with her husband and three children in Hillingdon. The ground floor of the house and first floor toilet facilities are used for childminding and there is a fully enclosed garden for outside play. The childminder walks/drives to local schools to take and collect children, and she attends the local parent/toddler group. The family have no pets. The childminder is registered to care for a maximum of four children at any one time and of these, three may be in the early years age range. She is currently minding one child in this age range. The childminder is registered on the Early Years Register and both 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 a good childminding service to children and their parents. Overall, children enjoy the activities on offer and they make good progress in their development. The process of observational assessment is underway. The childminder implements clear practices and procedures, which help to fully safeguard and promote children's welfare. The childminder evaluates her childminding service and she is keen to develop this further to benefit the children.

What steps need to be taken to improve provision further?

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

- develop further assessment procedures and use this information to securely identify the children's next steps for learning
- extend toys and resources to promote children's understanding of diversity.

The effectiveness of leadership and management of the early years provision

Children feel at home as they are cared for by this warm and caring childminder. They are safeguarded because the childminder has a good understanding of child protection issues and she knows the correct procedures to follow should she have any concerns. In addition, the childminder ensures that all household members complete necessary criminal record checks as they become adults. Children are able to explore freely and independently because the childminder has taken necessary precautions to make her home safe and secure. She holds a current first aid certificate and has effective systems in place to administer and record any medication and first aid treatment. An initial self-evaluation means there are effective strategies in place to support the continuous improvement of the service she provides for the benefit of the children and their families. The childminder has

addressed previous recommendations from her last inspection, improving outcomes for children.

The space in the home is used well to meet the needs of the children attending and the attractive play room is set up to entice children to play. Overall, the childminder provides a good range of toys and resources, although there are too few to fully promote children's respect for and insights into cultural diversity. All children are included and the childminder plans for their individual interests. Consequently, they feel supported, respected and valued for their uniqueness.

The childminder establishes good working relationships with parents/carers and they have the opportunity to comment on this childminding provision through parent questionnaires. Parents' comments include 'I am extremely happy with my child's care, the childminder does something everyday with him'. Parents are kept informed about their child's routine and developmental progress through daily conversations, text messaging, their individual portfolio and photos. The childminder successfully establishes links with other providers, such as pre-school provisions and other childminding colleagues. This means that, children are involved in the community and they develop their social skills.

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

Children enjoy the time they spend with this childminder and her family as they make good progress in their development. The childminder plans individually for each child's learning. She begins to assess their development, and identifies their next steps for learning. However, this assessment system is in its infancy and further details about the children's progress are required to fully inform next steps for learning. When planning activities the childminder takes children's individual interests in to account, for instance, 'Thomas the Tank Engine' and cars.

Children are developing their creativity and imagination as they enjoy playing the family piano and exploring the different sounds of musical instruments. They are very proud of their paintings, such as apple printing which is displayed in the environment. Children are practising their early mark-making skills as they make patterns in the sand pit and draw on the chalk board in the garden. They are keen to discuss their visits with the childminder, for instance, their trip to Legoland. Children spend time problem solving as they fit puzzles together; they spontaneously count the numbers on the telephone and recognise numbers in books. They enjoy constructing with a variety of bricks and finding out how things work, for example, cameras, toaster, hammers and screwdrivers. Children observe living things and are fascinated by mini-beasts, such as ladybirds. They enjoy growing cress and digging in the garden. Children begin to find out about the world they live in as they celebrate some festivals, for instance, Diwali and Chinese New Year when they made dragons.

Children are developing a positive attitude towards exercise as the childminder ensures they have regular opportunities to be active in the fresh air. In the garden,

they spend time steering wheeled toys, climbing, sliding and balancing. They have fun in the ball pool, tent and tunnel. The childminder manages children's behaviour appropriately, providing a good role model for politeness and consideration of others. Children recognise the importance of personal hygiene through established and well organised daily routines. Children enjoy healthy and nutritious meals, which are provided by the childminder. They are beginning to learn to take responsibility for their own safety as they are taught how to use scissors, to hold hands when crossing the road and take part in fire evacuation procedures. As a result, children are making good progress towards adopting healthy lifestyles.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	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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