

Inspection report for early years provision

Unique reference number	138381
Inspection date	30/09/2010
Inspector	Victoria Vasiliadis
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 was registered in 1989. She lives with her adult daughter in a residential area of North Ruislip in the borough of Hillingdon. The whole of the ground floor is used for childminding, along with the master bedroom on the first floor. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of five children under eight years, with three in the early years age group at any one time. She is currently caring for five children on a part-time basis. She is registered on the Early Years Register and the voluntary and compulsory part of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder offers an inclusive service and she works extremely well with parents and others involved in the care and education of the children, which ensures that all children's individual needs are identified and met. Children are making good progress in their learning and development and are provided with a well-balanced curriculum which includes a balance of child-led and adult-led activities. Self-evaluation is in place and the childminder has sought the input from parents as part of the self-evaluation process.

What steps need to be taken to improve provision further?

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

- ensure that the risk assessment identify any potential risks from animals on the premises.

The effectiveness of leadership and management of the early years provision

Children are cared for in a safe and secure environment. In the main, there are effective risk assessments in place and the childminder has taken action to ensure that risks, both inside and outside, have been minimised so that children can play safely. However, the risk assessments do not include any risks associated with pets. There are robust systems in place to ensure that those adults caring for children are suitable to do so. The childminder is clear of the procedures to follow if concerned that a child may be being harmed and when dealing with allegations of abuse. She has completed Safeguarding training and has a written policy in place to support her practice.

The childminder demonstrates a clear understanding of the importance of developing systems for self-evaluation. She is keen to make improvements in her practice and has accessed several training courses provided by the local authority. For example, letters & sounds, Persona dolls and promoting diversity. She is also in the process of completing a Foundation degree in Early Childhood Studies, in order to continue her professional development and to improve outcomes for children. Furthermore, she has addressed the recommendations raised from the previous inspection which has a positive impact on children's health.

The childminder provides children with resources that are well utilised and fit for purpose. This ensures that children make good progress in relation to their starting points. In addition, she strives to promote children's understanding of equality and diversity. For example, she provides children with a meaningful range of resources that are reflective of the wider world in which they live. She also helps children to learn about others by celebrating festivals and by looking at the different countries that the children and their families are from.

The childminder takes an extremely proactive role in establishing effective working relationships with parents and others involved in the care and education of the children. For example, parents' views are actively sought through the use of parent questionnaires and are used to develop and enhance the service that the childminder offers. There is an informative parents area available which provides information about the Early Years Foundation Stage, registration details and welcome poster in different languages. The childminder ensures that parents provide written information about their children's individual needs including any cultural and linguistic requirements. She talks to the parents and carers on a daily basis and produces diaries which keep parents informed about the child's day. Parents receive regular feedback on their child's development as the childminder produces comprehensive observation records for them. In addition, she meets with the school in which the children attend on a termly basis as a means of sharing information. She receives regular newsletters from the school in relation to the areas of the curriculum that are being followed. She then uses this information to plan for the children; as a result, she complements and supports the children's learning and development whilst they are in her care.

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

Children's health is suitably supported by the childminder. For example, children are encouraged to blow their own noses on tissues which are easily accessible and to wash their hands after using the toilet. In addition, children learn about dental hygiene as the childminder uses stories about visits to the dentist to encourage children's understanding of how to look after their teeth. Children are offered healthy meals and snacks that take account of their dietary needs, such as cauliflower cheese or home made fish pie. Children's physical development is fostered as they are encouraged to walk to and from school and have use of the garden where they can run, jump and play.

The children are learning the importance of staying safe. For example, children know what to do in the event of a fire because they routinely practise the evacuation procedures and are reminded not to jump off furniture as they may hurt themselves.

Children are praised for their efforts and achievements and lots of meaningful positive language is used. The children are learning how to form positive relationships with other children, through the sensitive support that the childminder offers. In addition, children's independence skills are well promoted. For example, children are encouraged to make decisions about what they wish to play and are gently reminded to put away resources before taking more out.

The childminder conducts observations on the children's development which she uses to record their achievements across all six areas of learning. This information is then used to identify the next steps in children's development and learning. Children are valued as unique individuals as the childminder takes into account the children's interests, ages and abilities when planning for them. Subsequently, children are provided with a challenging environment which supports and extends their learning. The children are settled and content in the childminder's care and enthusiastically take part in games such as, snap and 'tummy ache'.

The children's speaking and listening skills are developing well. Children are encouraged to listen to one another and take turns when speaking. The childminder's interactions with the children are positive as she allows the children time to respond in conversations and encourages the children to think for themselves as open-ended questions encourage this. Children are provided with an environment rich in print where children can learn about words. For example, a selection of books, magnetic letters, cards and posters in a variety of languages are available.

Children investigate how things work and are learning about their environment and living things. For example, children are encouraged to grow their own tomatoes and discussions take place with the children about the different types of magnets and how tadpoles turn into frogs. In addition, children are provided with various opportunities to develop their problem solving and numeracy skills. For example, children learn to count, match and sort objects during their play. The childminder encourages the use of mathematical language whilst involving the children in games such as dominoes.

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	1
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
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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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