

## Inspection report for early years provision

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<b>Unique reference number</b>	EY395480
<b>Inspection date</b>	09/11/2010
<b>Inspector</b>	Carol Willett
<b>Type of setting</b>	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 2009. She lives with her husband and two young children one of whom is primary school-age in Sunbury on Thames, Middlesex. The family have a cat. Most areas of the childminder's home are used for childminding and there is a fully enclosed garden for outside play. The childminder drives to local schools to take and collect children. She attends the local toddler group and takes children to the local library and parks.

The childminder is registered to care for four children under eight years, of these two may be in the early years age range. currently She has three children in her care under five years of age. She is registered on the Early Years Register and the compulsory part of the Childcare Register. The childminder holds an NNEB and an NVQ level 4 qualification in Childcare.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are safe, happy and confident; they make very good progress in their learning as the childminder is warm, caring and affectionate. She is well qualified and uses her wealth of childcare experience to implement a range of procedures to support the children's safety and health and all required documentation is in place. The childminder is newly registered and has just started to evaluate her provision to continuously improve outcomes for the children. She forms extremely positive partnership with parents so she has a very good knowledge of children's individual needs and plans effectively for their learning.

## **What steps need to be taken to improve provision further?**

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

- develop effective systems for evaluating practices using Ofsted self - evaluation form for example, in order to identify strength areas for improvement and action to improve outcomes for children ;involve parents and children in the process.

## **The effectiveness of leadership and management of the early years provision**

The childminder has good safeguarding procedures in place so children are protected from harm. She has a secure understanding of her responsibilities; a clear awareness of signs and symptoms and knows the correct procedures to follow if she has any concerns. Parents are informed of this through her policies. The childminder is safety conscious and completes generally effective risk

assessments and daily visual checks so children play and learn in a safe and secure environment. Children are closely supervised at all times and checked carefully when they are sleeping.

The childminder is enthusiastic and uses her considerable childcare knowledge and experiences as a nursery manager to provide a professional service. She organises her time, home and resources well so children can play freely and in comfort. The childminder has a wide range of suitable good quality toys and equipment. Toy boxes are stored in the play area of the childminder's home and are easily accessible. They have pictures and labels so even the youngest children know what is in them and can make choices. Flexible daily routines and planning allow children to experience an exciting variety of activities both in the home and outdoors which support all aspects of their learning and development.

The childminder develops extremely effective partnerships with parents. Written feedback for inspection shows parents are very happy with the care she provides. Comments include 'she is a breath of fresh air' 'she provides a loving caring homely environment' 'she is passionate about what she does' 'one happy mum with one happy son'. The childminder has all the required documentation in place including parental consents so she has a secure understanding of children's needs and parents' wishes. She shares her policies and procedures with parents at the start to ensure they are fully informed of the service she offers. Daily verbal exchanges and the written daily diary for each child ensure parents are fully informed of their child's day. The childminder tells parents about her planned activities and shares her observations and photographs of children. They are made aware of the children's development records and are invited to share these with the childminder at any time. This enables them to be involved in their learning. She has a photographic scrapbook record of activities the children have taken part in and young children like to look at this recognising themselves and the childminder's children in the photos

The childminder has begun to reflect on her service and has started to complete a written self-evaluation. She has identified priorities to improve her practice and outcomes for children. For example, she wants to provide a digging area in her garden, learn about forest schools and to update her safeguarding training. She is aware she needs to notify the environmental health office about her childminding business.

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

The childminder is affectionate and caring. She is well-organised and creates a welcoming, child-friendly environment so children are secure and happy in their play. The childminder has a very good knowledge of the early learning goals and of how children learn and develop. She plans effectively for their development based on her observations of their interests. She offers caring support encouraging children's learning through play and through her planned activities, such as making rockets and fire work pictures where children are allowed to enjoy creative tactile

experiences as they explore glue and paint. Planning is displayed on the wall so parents are aware and can continue learning at home based on themes such as autumn. The childminder is very skilful at managing different ages to ensure they are interested and motivated. She makes well recorded and evaluated observations as the children play. These together with information she obtains from parents ensure starting points are recognised and interests built on.

The childminder is skilled at providing activities that stimulate the children and encourage their active learning. Children's emotional well-being is effectively promoted as the childminder has a friendly manner and reinforces children's sense of belonging with lots of smiles and appropriate cuddles to ensure they are settled and happy. The childminder has good interactive and teaching skills which extends children's learning and concentration. She introduces colours, numbers and shapes as they play. Younger children's communication skills develop because the childminder introduces new words to them including through songs, lots of chattering and stories books, which they soon begin to copy and use appropriately. They develop physical and mark making skills through finger painting on the patio doors and modelling playdough using a variety of tools. Numeracy is promoted well through play as children measure their pasta necklaces and weigh and measure for baking activities.

Children's behaviour is good and they are learning to play together as the childminder provides a positive learning environment and treats them with kindness and respect. Children learn to share and take turns with gentle persuasion when needed. They develop confidence in their own abilities and good self-esteem through the childminder's effective use of praise as they complete jigsaws, for example. Children are secure and show they feel safe and comfortable with the childminder, demonstrating confidence in their play and as they approach adults to show them toys, share books and push buttons on laptops. Children are beginning to gain an understanding of diversity through discussions with the childminder finding out about their own and other cultural celebrations, such as Bonfire night and Diwali, outings around the local area and resources such as books and small world play figures.

The childminder has good hygiene routines and children play in a clean, comfortable, well-maintained family home which is well organised so they can play and explore in comfort and safety. Clear procedures are in place to reduce the risk of the spread of infection at routine times of the day such as nappy changing. Children's home routines for sleeping and eating are followed which ensures their physical and dietary requirements are well met and they are content and settled. Children have healthy snacks and meals which are freshly cooked and include fresh fruit and vegetables. Drinks are accessible at all times. The childminder promotes healthy lifestyles. Children have daily opportunities for exercise and fresh air as they play in the garden and use the local parks such as Syon and Bushy Park to run freely and climb trees to further develop their physical skills. They enjoy dancing and singing matching word and actions to familiar songs. They enjoy bug hunts and feeding the ducks.

The childminder is newly registered. She obviously enjoys being with young children and as she uses her skills well, from managing day-care, in planning and

motivating the children. They enjoy their play and learning and are developing good skills for the future.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	1
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	1

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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