

Inspection report for early years provision

Unique reference number	161150
Inspection date	15/11/2010
Inspector	Katie Dempster

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 has been registered since 2001. She lives with her husband and four school age children in Hayes in the London Borough of Hillingdon. The whole of the ground floor of the home and one bedroom and the bathroom is used for childminding purposes. There is a fully enclosed garden for outside play.

The childminder is registered to care for three children under eight years. There are currently four children on roll who all have part time places.

The family have one cat.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

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Children are happy, secure and cared for in a warm and welcoming family home.

The childminder spends quality time with the children supporting their learning and development effectively towards the Early Years Foundation Stage. Self-evaluation is in the early stages, the childminder is able to reflect where improvements can be made in order to improve the play and learning experiences she provides for the children. For example, she recognises the importance to develop further the use of assessments to identify learning priorities for 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 the use of observations and assessments to identify next steps in children's learning and development.
- further develop systems for self evaluation to ensure continuous improvement is maintained

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of safeguarding, which ensures that children are well protected. The childminder has completed safeguarding training and has a good awareness of possible signs and symptoms of abuse and neglect. She has a written child protection policy which is shared with parents. In addition, the childminder is fully aware of the importance of not leaving children alone with unvetted individuals. Effective safety procedures implemented by the childminder ensure that children remain safe at all times. For example, risk assessments have been completed for a wide range of venues and occasions, for example, soft play centres and trips to the park so children stay safe when playing away from the home.

The childminder offers an inclusive service and welcomes all children into her care. The childminder has a very good knowledge and understanding of caring for children with special educational needs and disabilities. She is aware of the importance adapting the environment and activities to meet the specific needs of the children and where necessary she would seek assistance from other professional agencies to support children's learning and development. Many toys and resources are available to all children and reflect diversity to further enhance their understanding of differences.

The childminder organises her home and play resources well enabling children to make choices freely and safely. For example, children choose from an exciting and stimulating range of resources that are stored in clear labelled boxes supporting their independence skills. In addition children also benefit from regular trips out to local parks and other play settings, this provides further learning experiences and opportunities to extend their social skills.

Some children attend other Early Years Foundation Stage settings. The childminder shares information with these settings to ensure continuity of care and learning for the children. Parents are happy with the care and education provided by the childminder as they are encouraged to offer feedback. Parents are involved in their child's care and education as they receive good information from the childminder on a daily basis in the form of a diary sheet and verbal feedback. The childminder has also created areas to display important and interesting information for parents, children and visitors. For example, her registration certificate, some of her policies, fire evacuation procedure, weekly menus, and children's work.

The childminder has the necessary skills to self-evaluate her practise. She is able to identify areas for development to build upon her existing good practice. For example, by developing further assessments of children's development to identify next steps in their learning. She is keen to continually improve her knowledge of the Early Years Foundation Stage and shows a commitment to developing and improving her practice.

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

Children have close relationships with the childminder and they enjoy her company. They have built trusting relationships which help them feel self-assured and safe. They are very much at home in the childminding environment and shows good levels of confidence as they move around freely selecting activities of their choosing.

The childminder plans for a child centred environment where activities are planned based largely on children's individual interests. The environment is well presented to ensure that that learning is fun and help the children make good progress in their learning and development. The childminder makes informal observations of the children and is starting to use this information to form assessments so to move

children on to the next stage in their learning. Children are provided with good opportunities to help them make progress towards all areas of learning and development. The childminder builds on children's experiences through actively being involved in their play and learning. For example, when decorating butterflies, the childminder asks questions about the colours and shapes and where butterflies come from. This encourages children's knowledge and understanding of the world as well as their creative and mathematical skills. Children have good opportunities to socialise with their peers, helping to develop their communication and language skills. For example, they enjoy regular trips out to soft play centres. Here they can crawl, stretch and run. This effectively promotes their physical skills also.

Children learn about leading healthy lifestyles as the childminder teaches them about good hygiene. They learn about germs and how they must wash their hands regularly. Related policies and procedures are used effectively. For example, documentation relating to sick children, the administration of medication and accident reporting. Furthermore, children make healthy choices at snack time. They enjoy fruit and tasty meals such as cheese on toast. Parents are closely consulted about any dietary needs their children may have and information is recorded.

Posters on display and discussions on the green cross code help children learn about staying safe. They talk about behaving in ways which help them to remain safe, for example, how to walk nicely along the road side. The childminder understands how to manage children's behaviour appropriately. For example, she praises their achievements to promote self-esteem and confidence. She recognises the importance of having a consistent approach and works with parents in order to achieve this.

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

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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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