

Inspection report for early years provision

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Inspection date	30/11/2010
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 was registered in 1999. He lives with his wife in Hayes, in the London borough of Hillingdon. The whole of the house is used for childminding and there is a fully enclosed garden for outside play. The childminder walks and drives to local schools to take and collect children. He attends several local parent/toddler groups, including one he organises himself. The childminder has a cat and some fish.

The childminder is registered to care for a maximum of six children at any one time; of these three may be in the early years age range. He is currently minding three children under five and three children over five before/after school. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

He also offers care to children aged over five years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very well cared for in a safe, secure and welcoming family home. They have built trusting relationships and enjoy their time with the childminder. Partnerships with parents are well established to ensure every child's needs are met with great success. The childminder's clear understanding of child development and how children learn through play means children are making very good progress. The childminder is committed to continually increasing his knowledge and developing his role through research and displays a strong commitment to maintain improvement of outcomes for children.

What steps need to be taken to improve provision further?

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

- increase toys, resources and planned activities available to support children's knowledge and understanding of diversity
- provide a range of programmable toys, as well as equipment involving Information and Communication Technology

The effectiveness of leadership and management of the early years provision

Children's care is very well promoted, as the childminder continues to update his professional skills by acquiring appropriate qualifications in childcare and attending relevant training sessions. For example, he has achieved a Level 3 qualification in

childcare and recently attended a workshop organised by Unicef relating to children's rights. Furthermore, the childminder is proactive in keeping up to date with current legislation and guidance for best practise. He has a lot of literature on many topics and keeps on display the important documentation he may need to refer to more frequently.

The childminder has a clear understanding of his duty to protect the children in his care. Thorough risk assessments are in place which covers all areas of the home, outings and trips in the car. Children learn to keep themselves safe through practical daily routines; for example, they wait for the lollypop lady to aid them across road as they discuss why it's safe to cross. Regular fire drills take place which the children participate in, this further supports children's understanding of safety. Toys and resources are safe and deployed well to provide free choice and encourage children's independence to support their self-confidence and learning.

The childminder has undertaken a self-evaluation where he has successfully identified his strengths in practise and areas he would like to continue to develop. He gages parents' views through regular feedback and questionnaires allowing them to comment on certain aspects of care their children receive. Recommendations raised at the previous inspection have been met successfully. Partnership with parents is effective. The childminder provides parents with good information about the setting with daily verbal accounts of their child's welfare and development. Parents are complimentary of the childminder's care and commitment, feedback such as, 'a responsible and very caring childminder', shows how highly parents regard the care on offer.

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

The childminder is very knowledgeable about child development and how children learn through play. Children fully enjoy their learning because activities are fun and based on their individual interests, for example, using one children's interest in aeroplanes to develop his mathematical skills as they count them in a line. The childminder observes children at play and links information to the areas of learning very well, allowing him to effectively develop next steps in their learning for future plans. Children make good progress; this is evident through past observations made on the children from when they first attend.

Children are confident and very relaxed in the homely surroundings of this setting. The childminder is sensitive to their needs and interests ensuring they are settled as they happily play with toys they have selected. The childminder allows a free flow of choice in activities, where he will facilitate rather than direct children's play. An attractive learning environment helps children progress towards the early learning goals. For instance, children greatly enjoy the wide array of books and puzzles catering for all ages and stages of development. They concentrate very well on their play with plenty of time to learn whilst enjoying their self-selected activity. Children have fun developing their imagination as they bake in the play kitchen. They use resources available expertly as they wear oven gloves and

aprons. Good opportunities are provided for children to develop their communication skills including developing their vocabulary by being with and talking to adults and peers. Children have opportunities to engage in thrilling learning life experiences. The childminder has a pilots licence and has taken children and their families for trips out in the plane. Children get a wonderful insight into technology and aviation, supporting their knowledge and understanding of the world. These real life experiences support children's first hand learning. Further opportunities for children of all ages to develop their technology and Information and Communication Technology skills are necessary however. Children enjoy a good range of both indoor and outdoor physical activities that contribute to a healthy lifestyle. They benefit from regular trips to various toddler groups where they are exposed to further opportunities to develop in all areas of learning. They enjoy a range of physical activities such as climbing, using the slide and tunnels and using wheelie toys in the garden area. Children have access to some toys and resources to support their understanding of diversity, however these are not sufficient and children would benefit from an increased selection and planned activities to further support their awareness.

Parents provide their children with a packed lunch where children sit comfortably to enjoy. Involving parents, the childminder signed up for Hillingdon Healthy Lunchbox scheme to encourage healthy eating and to ensure parents include healthy options in their children's packed lunch. Drinks are readily accessible for all children throughout the session. Children learn the importance of personal hygiene through daily routines, such as, washing hands after using the toilet and before eating.

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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