

Inspection report for early years provision

Unique reference number	EY411466
Inspection date	14/12/2010
Inspector	Margaret Moffat
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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 registered in 2010. She lives with her partner and three children aged 12, 10 and one year, in Laleham, Middlesex. The childminder uses the whole of the ground floor of the house for childminding. There is an enclosed garden for outside play. The childminder makes use of local facilities such as parks and local children's centre. The family has a dog.

The childminder may care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age range. She is currently minding two children in this age group. She also cares for two children in the older age range. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children play in a warm and welcoming child orientated environment. They make good progress in their learning and development as the childminder knows each child well and is aware of their individual needs. The childminder has a good understanding of inclusion and how to promote this. The childminder is beginning to reflect on her practice and demonstrates a good understanding of her strengths and areas for improvement to further enhance the 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 knowledge and understanding of the early learning goals and share children's developmental records with parents to ensure children's learning is promoted effectively

The effectiveness of leadership and management of the early years provision

The systems to ensure children are safeguarded are good. All policies and procedures to promote children's safety and welfare are in place and shared with parents to ensure they are familiar with these. Risk assessment records are in place and include those for the garden and specific outings undertaken. The childminder has a good understanding of child protection issues and the procedures to follow should she have concerns about a child in her care. The environment is organised well and children have ample space to move around and play comfortably. Toys and resources are stored at their height and they confidently make choices about what activities they wish to play with.

The childminder has been childminding for a short time and shows a capacity for continuous improvement. She has addressed the issues raised at her registration visit such as having safety film on glass doors and ensuring doors to summer house are locked to prevent access to children. This helps to ensure children's safety within the home and garden. She sees her main strength as ensuring children have fun, feel relaxed and very much part of an extended family. The childminder encourages the children to learn about the wider world and their own and other cultures through discussions, outings in the local community and a range of resources to promote positive images. As children introduce other children to different festivals such as St Nicholas, the childminder researches more information to give to the children which helps develop their understanding of how other children celebrate.

The childminder liaises with other settings children attend and shares information regarding their learning and development to ensure they are working to meet the children's individual needs. The childminder has built up good relationships with the parents. She shares information with them verbally on a daily basis and has a daily diary for younger children. This is used as a two-way flow of information where the childminder and parents recorded important information for sharing. Although the childminder has development files for the children she has not yet shared these with parents to ensure they are fully aware of their child's learning and development whilst in her care. Correspondence received from parents highly praises the childminder for the care and attention their children receive and how happy their children are with the childminder.

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

Children settle well on arrival and make themselves at home. They follow the routines of taking off their coats and shoes and confidently choose activities they wish to play with. Good relationships are evident between the childminder and children and they approach her readily if they want her to help them. The childminder supports children's learning as she spends times talking and playing with them. She asks open-ended questions to develop their thinking skills and gives good explanations to the children when they are needed. The childminder has recently to make observations of the children and record their next steps in learning along the early learning goals.

Children enjoy being creative as they make the train set and use all the pieces of track. The childminder compliments them on the complicated track they have made and children smile when she does this. As children play with the crane they turn the lever to make it go up and down. The childminder introduces them to the magnet at the end of the string and they try and use this to lift up the train from the track. They make the train go backwards and forward to allow the magnet to catch the train. They enjoy using their imagination and instigate their own scenarios such as playing at post boxes. The childminder provides them with envelopes and pens to write with and a basket for them to use as a posting box.

She encourages children as she asks them questions about what we write on an envelope. She informs the children they can go to the post box on the way to school to post her letters. She introduces them to the stamps and gives good explanations of what these are for and develops children's counting skills as she asks how many letters she has and how many stamps are on particular letters. Children answer the telephone and have conversations with imaginary people saying 'hello, how can we help you'.

Children have daily opportunities to be outside in the fresh air as they walk to and from school. They have a chance to run around and 'let off steam' in the field on the way home. They also have opportunities to play in the back garden and local park. The childminder provides children with a range of home cooked healthy and nutritious meals and snacks which helps them develop an understanding of a healthy lifestyle. Drinks are readily available for the children and the childminder encourages them to have a drink at regular intervals. Children are learning to keep themselves safe through discussions about road safety and by being involved in the emergency evacuation of the premises. As they come out of the car the childminder encourages them to stay close by as she gets other child out of the car and not to go too near the road as it is dangerous.

The childminder is a good role model and children follow her example. She is very calm and kind towards the children and they benefit from the consistent praise and encouragement offered, for example for completing a very complicated train track. Children develop skills for the future as they gain independence in dealing with their own needs; develop relationships with children of differing ages and abilities and through the experiences and activities offered to meet their individual needs and interests.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----