

Inspection report for early years provision

Unique reference number	EY255930
Inspection date	17/01/2011
Inspector	Deborah Jane Orchard
Type of setting	Childminder

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E: enquiries@ofsted.gov.uk
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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 2003. She lives with her partner and two children aged 14 and 16 in Feltham in the London borough of Hounslow. The whole of the ground floor of the house is used for childminding and there is a fully enclosed garden for outside play. The family has a pet cat and goldfish. The childminder drives to local schools to take and collect children. She attends the local Children's centre and playgroups. The childminder is a member of the National Childminding Association and Hounslow Childminding Network.

The childminder is registered to care for a maximum of four children at any one time; of these three may be in the early year's age range. She is currently minding three children within the early year's age group and three children before and after school. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making progress in all areas of their learning and development as the childminder has a good understanding of the Early Years Foundation Stage. They are particularly well supported in being able to make a positive contribution. Children are respected as individuals in this warm and inclusive environment. Overall the setting is well run to meet the needs of all the children attending. The childminder demonstrates a commitment to continuously improving outcomes for children. Systems are in place for evaluating her provision; she keeps her knowledge up to date by attending training.

What steps need to be taken to improve provision further?

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

- expand opportunities in the outdoor area to foster children's learning
- develop systems to clearly identify targets for further improvements

The effectiveness of leadership and management of the early years provision

Children are being safeguarded as the childminder has in place procedures to ensure children's welfare is protected. She has a secure understanding of child protection issues, including what steps to take if she is concerned about a child. The childminder conducts regular risk assessments of her home and any outings undertaken. She maintains a wide range of suitable policies and procedures, which support her in providing a well run service.

The childminder completes a written self-evaluation to help her to identify her strengths and weaknesses. Although, clear targets are not yet fully formalised for driving improvements further. She attends relevant training courses to keep her knowledge up to date. The recommendation made at the last inspection has been addressed, improving outcomes for children.

The home is well organised allowing children to sleep, eat and play comfortably. Children can move around with ease. Toys are stored at a low level to allow children easy access and make choices in their play. Many of the resources help promote children's understanding of diversity. The routines are flexible, taking account the needs of all children.

The childminder shares positive relationships with parents. Written feedback from parents indicates they are delighted with the service their children receive. Information is exchanged verbally each day and children's individual profiles are made readily available. There is an informative notice board displaying relevant information, ensuring parents are kept well informed. The childminder does not currently have links with other establishments or agencies supporting children as there are no children within the early years age range currently attending other settings.

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

Children are very happy, and settled in this warm and welcoming environment. They have a strong sense of belonging and feel secure, as they respond positively to the individual attention they receive from the childminder. Children are confident to express their wishes, as they chat with the childminder during play. Babies babble happily, the childminder recognises when they are tired or hungry. They enjoy snuggling on the childminders lap to have their milk.

The childminder has systems in place for observing and assessing children. This information is recorded in attractively presented folders, which also contain lots of photos of children engaging in a wide range of activities. Activity planning is based on children's interests and observations made for each child. Children participate in a good balance of activities to support them in their learning and development. They have regular opportunities for outdoor play, although the outside area is currently not fully utilised to provide for all six areas.

Children have time to relax as they select their favourite books from the shelves and sit comfortably with the childminder. Stories are brought to life with the use of story props, which the children enjoy. Children choose to play with dominoes and have fun lining these up. The childminder encourages the children to count during this activity. Children and babies look at their own reflections as they play with large mirrored shapes. The childminder extends their learning by asking them about colour, shapes and counting how many teeth they have.

Children are developing a good understanding of healthy lifestyles. They enjoy healthy snacks and meals and understand fruit is good for them. Meals are prepared to meet their individual requirements. Children are able to recognise their own cups, which they can access when thirsty. They are able to enjoy fresh air in the garden and when going on trips to local parks and places of interest, Children play in a clean and well maintained environment. They are able to feel safe as they understand how to play safely and be kind to each other. They have a very good understanding of what is expected of them, which reflects in their positive behaviour.

They participate in evacuation procedures and discuss the child friendly evacuation procedures, which are on display. This enables children to be protected in the event of an emergency.

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	3
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	1
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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