

Inspection report for early years provision

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Inspection date	09/02/2011
Inspector	Kim Mundy
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 2010, she lives with her young child in Hounslow in the London borough of Hounslow. 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, and she attends the local parent and toddler group. The childminder is registered to care for a maximum of five children at any one time and of these, three may be in the early years age range. She is currently minding three children in this age range. In addition, she is registered to provide overnight care for one child under eight. 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 having fun and are well cared for by this enthusiastic childminder. Overall, strong emphasis is placed on promoting partnerships between the childminder, parents and others which mean that the children's safety and welfare is promoted. The childminder evaluates her childminding service and she is very keen to make continuous improvements, for example, by further developing children's outdoor play experiences.

What steps need to be taken to improve provision further?

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

- develop further opportunities for parents to be involved in their children's learning
- develop further opportunities for outdoor play experiences.

The effectiveness of leadership and management of the early years provision

Children benefit from being cared for in a well organised, welcoming and child-friendly environment. They are safeguarded because the childminder has a good understanding of the signs and symptoms of child abuse and she knows the procedures to follow should she have any concerns. In addition, household members have been suitably checked. Risk assessments are undertaken so that children are able to play and explore in safe environments both in and outdoors. The childminder ensures that suitable procedures are followed when children are on medication or are unwell. She holds a first aid certificate to manage any accidents appropriately. She organises all of her documentation methodically and

has compiled clear written policies and procedures, which are shared with parents and underpin her good childminding service.

The childminder provides an inclusive environment where children feel valued as individuals and safe and secure as they turn to the childminder for comfort. Children develop a sense of belonging as they arrive to find the toys and activities set out to entice them to play. Posters are attractively displayed and the childminder makes good use of the space in her home and garden. Children have access to a range of good quality toys, equipment and nursery furniture. Furthermore, toys and resources promote diversity, which helps children to become aware of difference. When caring for children who have English as an additional language, the childminder asks parents to provide words in the child's first language to help her to meet their needs.

The childminder has strong and trusting relationships with parents. Children are secure and comfortable because their parents share information about their individual needs, interests and experiences with the childminder at the outset of childminding arrangements. Each child has a daily diary and learning journey file in which the childminder notes their routine and progress towards the early learning goals. The childminder also sends photos to parents by phone of their children happily playing during the day, which they find reassuring.

The childminder uses the Ofsted self-evaluation form as the basis of ongoing review of her childminding service. Parents' views are valued as they are invited to complete questionnaires; they comment on how they are very happy with the childminding service. The childminder is keen to develop children's outdoor play experiences, for instance, by providing a vegetable patch. Given the current good practice and enthusiasm of this childminder, she has a good capacity to improve.

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

Children are adopting healthy lifestyles. They are encouraged to independently wash their hands before snacks and lunch, and they observe the childminder's good hygiene practices within the home. Children's individual dietary requirements are catered for; the childminder provides a variety of nutritious snacks and meals. Appropriate seats are available to enable all children to sit comfortably.

Children are developing a good understanding of how to keep themselves safe through discussions and everyday activities. The childminder talks to them about staying safe in the home environment, garden and when on outings. For example, she has clearly defined procedures for the emergency evacuation of her premises and children are aware of fire safety because they take part in regular fire drills.

Children are very well-behaved; the childminder helps young children to learn to share by giving simple explanations, using distraction techniques and playing turn taking games. She consistently encourages and praises the children, which helps them to develop confidence and self-esteem. Children form close relationships with

the childminder, her family and each other.

The childminder knows the children very well and she encourages their interests through a variety of well planned activities. She has a good knowledge and understanding of the early learning goals and plans effectively to help children to achieve these. Planning and observational assessment clearly demonstrates how children are making good progress. Their next steps for learning are identified, although parents are not involved in this process.

The children are busy investigating and exploring in the two play areas which are set up for them. They practise their early writing skills as they make patterns in shaving foam, draw and chalk. They enjoy listening to a range of stories and exploring different sounds. In addition, they have opportunities to observe words and letters in the environment to further develop their understanding that print carries meaning. Babies begin to communicate effectively as they gurgle, babble and smile. They particularly enjoy playing with musical toys, the activity centre and soft books. Treasure baskets provide a wealth of sensory experiences as they smell, touch, taste and observe various objects. Children spend time participating in creative activities, such as cooking, sticking and painting. They use their imagination during role play when they dress up and play with dolls.

Children are developing their problem-solving skills as they fit puzzles together, put shapes and use a variety of construction toys. There are many good opportunities for them to count, recognise colours, shapes and numbers. They are finding out how things work as they use telephones, push button toys and the computer. Children gain control over their bodies as they climb, slide and balance on apparatus and babies' physical development is extended when they become increasingly confident to pull up on stable furniture and crawl along the floor. Furthermore, children enjoy visits to the park and pre-school groups where they have the opportunity to socialise with their peers and join in a wider range of activities. Children are busy and having fun; they enjoy their time in the childminder's care.

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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