

Inspection report for early years provision

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Inspection date	10/02/2011
Inspector	Glenda Pownall
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 registered in 2009. She lives with her four children, who are aged 15, 13, 10 and seven years, in Southall, Hounslow. The childminder uses the whole of the ground floor of the house for childminding with bathroom facilities on the first floor. There is an enclosed garden for outside play. The childminder makes use of local facilities such as parks, the library and toddler groups. The family has a dog, two cats and three guinea pigs.

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

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a warm, homely environment where children are happy and confident in her care. Her good knowledge of the learning and development requirements of the Early Years Foundation Stage supports children to progress across all areas of learning. The learning journals and mealtimes are areas for development. The childminder has good knowledge of children's individual needs. Her commitment to attend training and her enthusiasm for her work contributes towards continuous improvement, which is in the best interests of children in her care.

What steps need to be taken to improve provision further?

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

- consider recording the analysis of observations and planned next steps in learning to provide a clear view of children's achievements or need for further support
- consider treating mealtimes as an opportunity to promote children's social development while enjoying food.

The effectiveness of leadership and management of the early years provision

There are robust procedures in place to safeguard children because the childminder has a clear understanding of her responsibility to protect children. She has attended training to refresh her child protection knowledge. The childminder communicates effectively with other settings and agencies involved in supporting

children. This promotes children's development and welfare. The childminder undertakes and records risk assessments for all areas of the premises and specific outings children go on. She also records daily safety checks and any actions needed to minimise hazards. This ensures children are cared for in a safe environment.

The childminder efficiently maintains all necessary records and consents. She implements her written policies effectively. This ensures children have their individual needs well met. Parents receive copies of the written policies to ensure they are aware of the service provided. Daily chats and a daily information sheet keep them informed about their children's routines and activities and provide continuity of care for children. The childminder regularly seeks the views of parents through questionnaires. Parents are happy with the childcare provided and particularly like the childminder's enthusiasm.

A good range of easily accessible resources promotes children's development in all areas of learning. Young children begin to learn about looking after the environment by helping with the household recycling. The childminder uses the Ofsted self-evaluation form to help her reflect on the quality of her practice. She recognises that improving the written observation system would make it easier to identify the progress children make or any additional support they may require. Since registration, the childminder has attended a number of training courses and workshops to enable her to improve outcomes for children. The childminder requests information from parents about children's learning and development and their care needs when they first start. This information is generally effective in supporting her to help children make as much progress as they can given their starting points.

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

The childminder provides effective support to children in their play. For example, when young children show interest in water when washing their hands she provides water play. Young children are extremely active in the childminders care and are keen to participate in a wide range of activities. The effective organisation of resources supports the development of children's independence skills and they select toys and books by themselves. Most children acquire the necessary skills to support their future learning.

The childminder observes children on a regular basis and records these observations in a learning journal. She assesses observations and plans activities to support children's progress, but the learning journals do not provide a clear record of children's achievements or need for further support. This is because the childminder only records a few of the assessments and does not record the identified next steps in learning. The childminder is extremely caring and patient. She consistently implements appropriate behaviour management strategies to develop young children's awareness of agreed ways to behave.

Young children enjoy their learning. They develop their creative and small muscle skills as they explore malleable materials. They manipulate dough squeezing it in their hands. They use rolling pins, and drag forks through it to make marks. The childminder extends the activity by encouraging children to use cutters and other implements. The childminder provides very good support to young children who have English as an additional language. She speaks clearly to them at their level of understanding and encourages them to repeat key words to her. The childminder also responds positively to the sounds and words they make, repeating back and praising what they say. This develops children's communication, language skills and self-esteem.

Regular access to the garden and visits to parks and soft play centres supports the development of children's physical skills. The childminder encourages children to adopt good personal hygiene routine that promote good health. For example, after wiping their noses young children put used tissues in the bin and they know their hands are dirty and need washing after messy play and before mealtimes. Parents provide all the food for their children; this ensures children eat according to parents wishes. The childminder does not follow the good practice of sitting with children and eating with them. This does not develop understanding of mealtimes as enjoyable social occasions.

Young children appear to feel safe in the childminder's care. They move freely around the home and readily sit on the childminder's lap to look at books. Young children snuggle into the childminder for a cuddle when they are tired and fall asleep on her shoulder. This indicates trusting relationships. The childminder has effective procedures in place to develop young children's awareness of how to keep safe. She gives gentle reminders as to why they should not stand on the chair and ensures they are securely strapped in the high chair.

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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