

## Inspection report for early years provision

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<b>Unique reference number</b>	EY358829
<b>Inspection date</b>	02/02/2011
<b>Inspector</b>	Jo Scott
<b>Type of setting</b>	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.

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 2007. She lives with her two children aged five and two years in Isleworth, Middlesex, close to local amenities. Children mainly use the living room on the ground floor. Toileting and daytime sleeping facilities are provided upstairs. The childminder is registered to care for a maximum of four children under eight years at any one time, two of whom may be in the early years age range. She is currently caring for one early years child who attends on a part-time basis. The childminder is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She offers care to children from birth to teens.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are welcomed and enjoy their time with the childminder who meets their individual welfare needs. Most regulatory documentation is maintained. The childminder is building her skills in relation to the learning and development requirements of the Early Years Foundation Stage. She has begun to record her observations of children playing, to identify next steps, although this is not fully established to demonstrate progress across all areas of learning. The childminder has begun a process of self-evaluation to drive development which has been successful in some areas.

## What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- maintain a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) 02/03/2011

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

- extend knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage
- extend the use of ongoing observational assessment to inform planning for each child's continuing development through playbased activities, ensuring there are opportunities for parents to contribute
- extend the use of self-evaluation to identify the strengths and priorities for development that will improve the quality of provision for all children.

## **The effectiveness of leadership and management of the early years provision**

The childminder has recently started caring for children. She has implemented a gradual settling in process which helps children feel secure in her care, and this has enabled her to get to know their individual needs. She demonstrates a sound understanding of her responsibilities to safeguard children. For example, she maintains responsibility for the care and supervision of children at home and when out, she has systems to record accidents and existing injuries, and she understands the procedure to follow should she be concerned about abuse. The childminder reviews the safety of her home and outings on an ongoing basis. This enables her to identify potential risks and take action to minimise them. However, there is no record of risk assessment which does not meet requirements.

The childminder has established a set of written policy documents which sets out for parents the way she operates her business. She offers a daily diary as a written form of sharing information about children's welfare and learning, although generally this is shared verbally. The childminder has begun to build her skills and knowledge of the Early Years Foundation Stage, which has been implemented since she registered as a childminder. This has been broadly successful in supporting her in beginning a process of recording observations to assess and plan, to help children make progress.

The childminder has made initial links with others delivering the Early Years Foundation Stage to minded children. This means she is able to reinforce a child's experiences at nursery through discussion. She demonstrates some informal self-evaluation takes place, for example, she has re-organised the storage of toys and resources to appeal to those in her care. Some reflect the diverse world.

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

Children feel valued and welcomed by the attentive and friendly childminder who interacts warmly with them. They make choices about what they do, from a selection of activities the childminder thinks will interest them. Currently, favourite activities include using play dough and tools, baking and trips to the park. As they use resources they demonstrate an interest in how things work. The children are able to select from a range of resources that are stored in the main area they use. They know what else is available, and ask for specific items stored upstairs which the childminder provides for them.

The children enjoy warm relationships. They are praised for being kind and playing happily with their peers which fosters co-operation and helps children to share and behave well. They confidently make their wishes known, for example, when making specific requests for lunch. This demonstrates they feel comfortable and safe in the childminder's care. Children are learning to protect their good health through routines such as hand washing at key times. The childminder talks to

them about why this is important.

Children are learning to think about safety. For example, the childminder talks to them about road safety when they travel to and from the house, and she plans to extend this further through the use of an activity pack resource. Children make progress. The childminder demonstrates verbally that she has an adequate understanding of their interests and skills to enable her to broadly promote learning further through play. Her newly implemented systems for tracking development against the early learning goals have begun to show this more specifically in areas.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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