

Inspection report for early years provision

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Inspection date	07/03/2011
Inspector	Vicky Vasiliadis
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 1997. She lives with her husband and two adult children. They live in a residential area of Northwood, in the borough of Hillingdon close to local parks and shops. The downstairs of the home is mainly used for childminding purposes, there is also a garden available for outdoor play.

The childminder is registered to care for a maximum of five children under eight years, with no more than three in the early years age range. Currently there are three children on roll within the early years age range who attend on a part-time basis. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder offers an inclusive service and she works extremely well with parents and others involved in the care and education of the children, which ensures that all children's individual needs are identified and met. Overall, children are making good progress in their learning and development and are provided with resources that are fun and challenging. The systems for self-evaluation are effective and the childminder has sought the input from parents as part of the self-evaluation process.

What steps need to be taken to improve provision further?

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

- maintain observations and assessments for all the children.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as the childminder has all of the legally required policies and procedures in place to ensure the efficient and safe management of the setting. Comprehensive risk assessments are in place which effectively identify potential risks and how to manage or eliminate risks. For example, safety gates are in place at the kitchen door and to prevent access to the stairs. Fire evacuation procedures are in place and are periodically conducted so that the children know what to do in the event of a fire or emergency. All adults living in the household have been suitably vetted and children are not left alone with individuals who have not been checked. In addition, the childminder is secure in her knowledge of child

protection issues and the possible signs and symptoms that may be displayed. She has also completed an online child protection course in order to remain up to date with current issues.

Children benefit from the highly positive relationships between their parents and the childminder. Parents receive copies of an informative welcome brochure which contains information about the childminder and her setting. She ensures that the parents and carers are provided with an extensive selection of policies to keep them informed of her practices and procedures. Parents fill in an 'all about me' form and the childminder has recently devised her own form to ensure that she finds out as much information as possible on the individual needs of the child, such as cultural or dietary requirements that must be adhered to and home languages. Consequently, the childminder promotes an inclusive environment where children's individual needs are well met. She continually communicates with the parents to find out about the children's interests. For example, one child has a growing interest in flowers; as a result, the childminder incorporates this into her plans and allows time to facilitate the child's interests. In addition, the childminder has extremely effective systems in place to share information with parents about their children's development. For example, she will often email pictures to the parents as a means of sharing what the child did during the day. This can then be used by the parents to further support children's learning at home, should they wish. In addition, the childminder has developed very effective links with the local nursery school in order to ensure that children's learning is complemented while they are in her care. For example, she liaises with the nursery teacher to discuss their plans, the children's ongoing development and the next steps in their learning. Subsequently, these strong partnerships contribute towards children receiving consistent care and continuity in their learning and development.

The children are provided with a suitable selection of resources that are well utilised, fit for purpose and support their learning and development. Children can freely access toys as they are easily accessible, which increases their independence skills. In addition, children have access to a suitable selection of resources that are reflective of the wider community, such as play people, puzzles, dolls and books. In addition, the childminder makes good use of the resources available from the local authority to support the children's emotional development. This helps to increase the children's awareness of others within the wider world and their own feelings.

The childminder is committed to developing her service in order to improve outcomes for children and she does this through self-evaluation. She is able to accurately identify her own strengths and weaknesses. She uses her personal development plan as a means of identifying areas in her practice that she would like to improve upon, such as devising a visual timetable for the children. She regularly talks to the parents to seek their views and also requests that they complete her parent questionnaires. Feedback from the parent questionnaires has been positive. The childminder recognises the importance of continually developing her skills through attending training courses, reading articles and working closely with other colleagues. For example, she has recently enrolled on a level 3 diploma in Homebased Childcare. As a consequence, the childminder is able to improve outcomes to benefit the children's care, learning and development. Furthermore,

she has addressed the recommendation raised from the previous inspection which has had a positive impact on partnership working.

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

Children are treated with respect as the childminder is kind and caring towards them, which in turn helps them to feel safe and secure in their environment. There are effective systems in place to identify children's starting points as parents complete information about their child's development. Successful systems are in place to observe and assess the children's development, but these are not in place for all of the children. However, in discussion with the childminder she is fully aware of all the children's development and next steps in their learning; subsequently, children are making good progress in relation to their learning.

The children are suitably supported in their learning as the childminder sits with them at activities and extends their thought processes as she poses open-ended questions which encourage them to think and respond. For example, during story time the childminder asks children questions about the pictures in the book, the different animals and textures. In addition, the children thoroughly enjoy the books with built-in puppets and laugh excitedly as the puppets tickle and kiss them. Children are supported in developing their early mark making skills as they have access to resources, such as pencils, paints and different tools. Children's problem solving and numeracy skills are supported by the childminder who helps children to learn through practical everyday situations, such as counting how many cars they have and the different colours and shapes they use. Children also have access to a suitable selection of programmable toys which increases their understanding of how things work.

The children are encouraged to respect their resources as the childminder gently reminds them to put away toys before getting more out. The childminder acts as a positive role model for the children as she treats each child as an individual and with respect. Children's understanding of diversity is supported as the childminder acknowledges a selection of festivals, such as Chinese New Year, Christmas, Diwali and Easter. Children receive praise for their efforts and achievements which encourages their self-esteem. The childminder has appropriate systems in place to manage children's behaviour as she talks to them in a manner that they can understand. For example, when one child hurts another, the childminder talks to the child about how it has made the other child feel, a hug and kiss is then offered with an apology by the child. In addition, the childminder encourages the older children to be kind and caring towards younger children. Written procedures are in place to support practice, which are shared with parents.

Children are learning about the importance of keeping themselves safe as the childminder engages children in general discussions during their play. For example, while the children play with the road mat there are conversations about not crossing the train tracks as this is dangerous. Discussions also take place in relation to traffic lights and when it is safe to cross the road.

Children's health is well supported and they are provided with healthy snacks which take account of any dietary requirements or allergies they may have. The childminder is fully aware of the requirements she must follow when heating up foods that are provided by the parents. For example, she has a food probe which she uses to ensure that meals served to the children are heated to the correct temperatures. Children have access to an outdoor area where they develop their physical skills. In addition, regular outings within the locality and walks to and from nursery school enable children to have access to fresh air on a daily basis. Children adopt good personal hygiene routines as the childminder gently reminds them to wash their hands before eating and to cover their mouths when coughing.

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	1
The effectiveness of the setting's engagement with parents and carers	1

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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