

Inspection report for early years provision

Unique reference number	138463
Inspection date	10/03/2011
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 1993, she lives with her husband and adult children in Northwood in the London borough of Hillingdon. The whole of her premises is used for childminding with the exception of the front single bedroom 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 six 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 and older 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.

The childminder is very organised and all of the required paperwork is in place to support children's health, safety and welfare. Although planning and observational assessment is in its infancy, the childminder demonstrates a good knowledge and understanding of the early learning goals and how to help children to make good progress towards achieving these. The childminder's process of self-evaluation is underway, she is able to recognise her strengths and areas for development which demonstrates a commitment to the continuous improvement of her service.

What steps need to be taken to improve provision further?

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

- develop further, the planning and observational assessment process and involve parents in their children's learning
- develop further, the system for monitoring and maintaining continuous improvement, for example, through self-evaluation.

The effectiveness of leadership and management of the early years provision

Children enjoy their day and they have a close relationship with this childminder. The childminder has a good understanding of how to safeguard children in her care. She clearly knows the signs and symptoms of abuse, and the procedures to follow in the event of making a child protection referral. In addition, she has secure systems in place to hand over children to those with specific parental responsibility. Children are able to explore safely as the childminder has limited potential hazards in her home. Children's safety is promoted on outings because the childminder undertakes specific risk assessments for each type of outing.

The childminder evaluates her childminding service and she is able to identify her strengths and areas for improvement. She is keen to develop her planning and observational assessment processes to further develop children's learning opportunities. The childminder has addressed the recommendations made at the previous inspection, for example, by attending safeguarding training to further protect the children.

The childminder is committed to ensuring that her service is inclusive for all families. She plans and provides a good variety of activities both in and outdoors, which cover all areas of learning. Children are learning about multicultural Britain as they celebrate festivals such as 'Japanese Girl's Day' called Hina-Matsuri, and Chinese New Year. Toys and resources promote diversity, which helps children to become aware of difference.

Children benefit from good relationships between parents and the childminder, which result in their individual care and learning needs being met effectively. Parents receive information about their child's routine and activities both verbally and in writing. Their views are valued as they complete questionnaires to express their thoughts about the childminding service, for example, 'You are a very caring professional, my child has really blossomed in your care'. The childminder instigates links with the other provisions that the children attend to help promote continuity of care and learning.

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

Children are adopting healthy lifestyles, they learn good hygiene routines which prevent the spread of germs and promote their good health. A suitable sick child policy is shared with parents in order to prevent the spread of illnesses. The childminder holds a current first aid certificate and has effective systems in place to administer and record any medication and first aid.

Parents provide their children's meals and the childminder provides a variety of nutritious snacks, such as fresh fruits. Individual dietary requirements are catered for. Babies and children sit comfortably at meal times in the high chair and at the dining table and the childminder instils good manners.

Children enjoy fresh air and exercise as they participate in a range of activities which help them to develop control over their bodies. For example, they dance to music, sit and ride toys, play on apparatus in the childminder's garden and at the park.

When out and about in the community, children begin to learn to keep themselves safe as they talk about crossing the road, holding on to the buggy and stranger danger. In addition, they are taught to use and handover scissors safely to their friends. The childminder consistently encourages and praises the children, which helps them to increase their confidence and enables them to develop a sense of

belonging and trust.

The childminder helps the children to progress at their own pace, she has a good knowledge of the Early Years Foundation Stage learning and development requirements. As a result, children are busy investigating the resources that are available to them.

Children are developing their problem-solving skills as they fit puzzles together, post shapes and use a variety of construction toys. During their play, they confidently count numbers on the clock, recognise colours and shapes. Children remark on the play dough tub being heavy as they swing it up on to the table. They find out how things work as they use programmable toys and different tools, such as dough cutters and scissors.

Children use their imagination as they cook sausages on the toy barbecue, skilfully using the tongs to pick them up. They enjoy participating in creative activities and giggle and laugh as they put stickers on the childminder's face. Children are practising their early writing skills as they draw and make patterns in paint and they begin to ascribe meaning to their pictures.

Children are learning about the environment in which they live as they plant and water vegetables at the allotment and dig up carrots to take home. They enjoy feeding the ducks, visiting the farm and park. 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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met