

Inspection report for early years provision

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Inspection date	23/03/2011
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 has been registered since 1995, she lives with her adult child in the London borough of Ealing. The whole of the ground floor, two upstairs bedrooms and toilet facilities are used for childminding and there is a fully enclosed garden for outside play. She walks 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 five children in this age range and they attend on different days. 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 an enjoyable time as they make good progress in their learning and development. The childminder's planning, assessment and self-evaluation are well underway. Good partnerships with parents and others are established to help meet the children's individual needs. The childminder has all the required documentation to fully promote children's safety and welfare. She has an accurate view of her childminding provision and she is keen to make continuous improvements. Children are having fun as they learn through play.

What steps need to be taken to improve provision further?

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

- develop further observational assessment and involve parents in setting future learning targets for their children
- obtain the views of children and their parents as part of the self-evaluation process.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because the childminder knows the indicators of child abuse and the procedure to follow if she has concerns. Furthermore, Criminal Record Checks are undertaken for adults living on the premises. The childminder carries out risk assessments to minimize potential hazards for all environments that children come in to contact with. Children's welfare is promoted; the childminder maintains her first aid certificate to enable her to manage accidents appropriately.

The childminder promotes anti-discriminatory practice. Children are treated as individuals and their interests are taken in to account when planning their day. There is a good range of toys and resources, which entice children to play and supports all areas of their learning. Furthermore, the children play with toys and resources which promote diversity, and help them to become aware of difference. Children are learning about multicultural Britain as they celebrate festivals, such as Christmas, Eid and Chinese New Year.

The childminder uses the Ofsted self-evaluation form to help her accurately reflect on her practice. She is enthusiastic and drives improvement, for example, she recognises the need to obtain the views of the children and parents as part of her self-evaluation process. The childminder has addressed the recommendations from her previous inspection and she has attended training courses to further develop her knowledge and skills to benefit the children. This demonstrates her ability to make continuous improvement.

The childminder has strong and trusting relationships with parents and children tend to stay until they move on to senior school. 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 assessment file in which the childminder notes their routine and progress towards the early learning goals. Parents' comments are positive about the service they receive. The childminder establishes good links with other settings that the children attend to exchange information to provide continuity of children's learning and development. Her clear written policies and procedures keep parents informed and underpin this good childminding service.

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 benefit from daily fresh air and exercise; they are developing good control of their bodies as they slide, bounce, crawl, swing, run and steer wheeled toys in the garden, at the park and local Children's Centre. 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, children take part in regular fire drills and they discuss road safety. Children are very well-behaved; the childminder helps young children to learn to share by giving simple explanations and using distraction techniques. She consistently encourages and praises the children, which helps them to develop confidence and self-esteem. Children form close relationships with the childminder 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 assessment begins to demonstrate how children are making good progress and the childminder is keen to further develop her current systems to include further details. Children's next steps for learning are identified, although, parents are not involved in this process.

Children are developing good skills for the future. The childminder extends children's speaking and listening skills through open-ended questioning. Children are practising their early-writing skills as they paint and draw. They enjoy listening to stories, such as Each, Peach, Pear, Plum which involves rhythmic sounds to help develop their early speaking and listening skills. In addition, they have opportunities to observe their name, words and letters in the environment to further develop their understanding that print carries meaning. Children spend time participating in creative activities, such as cooking, sticking and painting. They use their imagination during make believe play, for example, as they bottle feed their baby dolls. The children request music spontaneously and they dance and play their instruments to their favourite songs.

Children are problem solving as they fit puzzles together and put shapes. The childminder uses mathematical language as children build with bricks, such as big and small, and she encourages colour, shape and number recognition. The children observe living things as they talk about what they see when out and about in the local community, for instance, birds and flowers. They find out how things work when they play with programmable toys and use different tools, such as dough cutters, rolling pins and scissors. Children are learning to help those less fortunate themselves as they paint their noses red for, 'Red Nose Day'. Children are having a lovely time as the childminder meets their individual needs with utmost kindness and 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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