

Inspection report for early years provision

Unique reference number	EY335503
Inspection date	05/04/2011
Inspector	Sarah Street

Type of setting	Childminder
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E: enquiries@ofsted.gov.uk
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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 2006. She lives with her husband and two daughters aged one and five years in Isleworth, Middlesex close to shops, parks, schools and public transport links. The ground floor of the childminder's home is used for childminding, with bedrooms available for rest. The family have a cat, hamster and goldfish as pets.

The childminder is registered to care for a maximum of four children under eight years at any one time, no more than one of which may be in the early years age range. She is currently minding two children in this age group, both of whom attend on a part-time basis. She also offers care to children aged over five years to 11 years. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder has a relevant early years qualification. She regularly attends local toddler and activity groups and collects children from the local school.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and secure in the care of the childminder who has kind and caring relationships with them. She is committed to developing and improving her service in order to improve outcomes for children. This is demonstrated by attending courses, reflecting on her practice and seeking the views and advice of parents, children and the local authority advisory worker. Actions taken are generally well-chosen and carefully planned. The childminder provides an inclusive service where every child and family is valued, respected and included.

What steps need to be taken to improve provision further?

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

- promote positive attitudes to diversity by ensuring children have access to resources which promote the varied needs, genders and cultures of society
- further develop the planning in order to identify how individual learning is planned for and considered.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are robust and regularly reviewed. The childminder has a clear understanding of when she may have concerns that a child is at risk from abuse. Effective procedures ensure the childminder can promptly

contact the relevant agencies. She keeps the number in her mobile phone to allow her to make referrals when she is out of the home and if she has any concerns about a child not in her care. Risk assessments and close supervision of the children ensure they play safely in and out of the home. Children move confidently around the home selecting from a good range of resources. They are able to easily access these due to the low-level shelves and quickly settle to play. Equipment is clean and meets the needs of the children well.

The childminder has a good knowledge of each child's background and needs. She values the uniqueness of each child, talking with enthusiasm and interest about their strengths and areas to develop. Children learn about cultures different to their own during some activities at groups and in the home. There are some resources which promote the diversity of society but these do not always fully reflect society. For example, the accessible toys are mainly aimed at girls, with toys which boys generally prefer upstairs. This does not fully encourage girls and boys to overcome stereotypes. Good links exist with parents and the information they leave for the inspection is very complimentary. They state that the childminder is patient and caring, their children enjoy attending and often talk about their adventures. Parents are kept well informed about their children's achievement, well-being and development. Each child has an individual book which is attractively presented, including photographs and observations. Parents are able to access these at any time and can take them home to look at. The sharing of these observations ensures parents are aware of the next area of development for their child. Partnerships with other settings children attend are well-established. Regular sharing of information is used to promote children's achievement and well-being.

Effective action has been taken on the recommendations raised at the last inspection in order to improve outcomes for children. Self-evaluation of the setting is accurate and involves the parents and children. The views of children are sought in a meaningful way with the use of a smiley-face sheet. The childminder demonstrates her commitment to maintaining on-going improvement and has attended a variety of courses including outdoor play and future courses are booked. Advice from the local authority advisor has been implemented.

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

Warm relationships exist between the childminder and children which helps them feel secure and safe. This enables them to make good progress in their learning and development. The childminder demonstrates her good knowledge of the Early Years Foundation Stage by keeping written observations and evaluations of the activities. She uses these to effectively identify the next steps in each child's learning and development. Written plans for each month are in place but currently do not show which child they are targeted at. The childminder provides a varied and wide range of activities in and out of the home and ensures she plans for the six areas of learning. She spends quality time with the children appropriately helping and supporting learning and development. Language development and

acquisition is a key strength. The childminder skilfully poses questions which encourage language development and promote thinking. For example, when a child wants to tie a dolls hair they discuss how they might do this.

Children participate in a varied and interesting range of activities. The childminder helps set the foundation for each child's future life skills through the activities which support their numeracy, reading and writing skills. Young children are able to label numerals, they enjoy problem solving and looking at books. Children enjoy going to the local shop to photocopy pictures they wish to use. They learn to look after the environment as they plant and observe the growth of cress and sunflowers, care for the pets, help with the re-cycling and using the compost bin. Children use their imaginations as they design and paint pictures, dress-up and use the piano.

Children learn about being healthy as they are encouraged to walk each day to school. The childminder encourages reluctant walkers by taking scooters. Children develop their large muscle skills as they use the garden equipment and visit local parks. Children's health is well promoted as they enjoy their snack of fruit and do not become thirsty as their drinks are available. Children have their own hand towels, identified by a photograph and their favourite colour, to help minimise the risk of cross infection. Children behave well responding to the childminder's calm attitude if there are any sharing issues. Children show good levels of self-esteem and are confident to make their needs known. The childminder gives regular praise to the children and they respond with smiles. Their pictures are on display and this develops a good sense of belonging. Children learn about keeping safe. They wear sun-cream, hats and glasses when appropriate and carry out fire drills each month.

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

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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