

Inspection report for early years provision

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Inspection date	11/04/2011
Inspector	Maria Conroy
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 1993. She lives with her husband in a house in the Yeading Marina area of Hayes, Middlesex. The premises are close to the main shopping complex and convenient to bus routes. Schools, pre-schools and parks are nearby. Children have access to the dedicated play room with adjoining toilet facilities, and there is also access the lounge. Upstairs is not used for childminding.

The childminder is registered to care for five children under eight years; of these, not more than three may be in the early years age group, and of these, not more than one may be under one year at any one time. Her daughter is also registered as an assistant, to work from the same premises. The childminder currently has two children on roll, one of whom is in the early years age range. 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 supported childminding scheme, which is organised by the London Borough of Hillingdon. In addition to English, the childminder speaks Gujarati, Urdu, Hindi, Punjabi and Arabic.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, the children are happy and settled; the childminder is aware of their individual needs and works in partnership with parents to provide children with the support they require. The childminder has undertaken the process of self evaluation and has identified some areas for development including completing a qualification. Following the previous inspection the childminder has addressed the area identified for improvement. She has now wall mounted the fire blanket in the kitchen area.

What steps need to be taken to improve provision further?

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

- continue to develop the process of self evaluation, to identify further areas for improvement and seek the parents views on the service provided
- provide a range of natural play materials for babies to explore and investigate, for example through the use of heuristic play

The effectiveness of leadership and management of the early years provision

The childminder has completed training on safeguarding and has a suitable knowledge and understanding of the steps to be taken if she has to make a child protection referral. There are measures in place that protect all children; for example, a regular risk assessment is undertaken on the areas used by the children and the outings they participate in, for example travel in the car. There are a range of policies and procedures in place to protect and safeguard children, which are shared with parents to ensure they are clear of how the childminder operates.

The childminder has begun to undertake the process of self evaluation and has identified some areas for further development, although this does not include all areas of her practices. The childminder has yet to seek the views of parents about the effectiveness of her practices, although she has a number of positive references on file, from parents of children who have moved on. The childminder is motivated to improve her skills and knowledge and regularly attends short training courses; she is currently working towards an NVQ level 3 qualification.

The childminder provides a warm secure environment for the children in her care and, as a result, children explore and investigate their surroundings with confidence. Resources are set out for very young children on a large mat, enabling them to crawl and explore in a clean hygienic space. Resources are stored at low level enabling children to make independent choices as to what they want to play with. The childminder sits with the children and models language for younger children by describing what they are doing during their play, in both their mother tongue and in English.

The childminder obtains information from parents enabling her to meet the individual needs of the children who attend. For example, when very young children are placed, their daily routines are displayed for the childminder to refer to; this includes indicators for when the child may be tired or hungry. Children are learning to respect each other and those from other cultural backgrounds; they have access to a range of toys and equipment that promote positive images of the diverse community in which they live. Pictures of spiritual leaders relevant to the children who attend are displayed in the play area along with dual language posters, for example road safety awareness and transport themes. The childminder speaks a number of different languages and is therefore able to support and settle children, making them feel valued and secure.

Effective settling in procedures are in place, with parents encouraged to come and discuss the policies and procedures and gradually leave their children for short periods of time, to get both the parent and child used to the arrangements. The childminder has a positive relationship with parents; she provides them with verbal updates as to how their child has been and text messages are sent to update parents throughout the day, particularly when new children are placed. The childminder is aware of her responsibility to work with other professionals to support the children in their care, if children are attending another early years

setting.

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

The childminder has a secure understanding of the learning and development and welfare requirements. She provides a range of activities both in the home and through local outings to promote all six areas of learning. However, there are fewer opportunities for children to explore more natural materials; for example 'heuristic play and treasure baskets'. The childminder is aware of the procedures for observation and has already begun to identify children's interests and provided toys to support those. The childminder provides a range of activities both indoors and outdoors and through local outings to enable children to develop their learning within different environments.

Young children enjoy exploring their environment; they have fun as they follow various size and colour balls around the room. They investigate the battery operated toys and press buttons and pull flaps to see what will happen. Child sized chairs are available, which young children pull themselves up on to reach the attractive toys that are carefully placed, encouraging them to develop their physical skills. The childminder counts the bricks modelling mathematical language as she shows children how to build them up, and young children enjoy making noises as they bang the bricks together with one in each hand.

Children are secure and have developed a sense of belonging to the childminder, who provides a warm and welcoming environment. They understand boundaries that are in place to keep them safe, for example when they sit in the car seat they have their strap fastened and when they are out and about young children wear wrist straps. Children take part in regular fire drills and they are learning how to keep safe when out and about, such as road safety and stranger danger, through discussion and planned activities.

Children engage in activities that teach them about healthy eating; the childminder talks to young children about the names of different fruits as they look at the artificial hanging display. Food provided by parents is served along with healthy fruit snacks and drinks throughout the day. Children are learning to have a good understanding of what constitutes a healthy lifestyle. They adopt good personal hygiene routines; for example, the childminder supports very young children in wiping their hands after they have their nappy changed. Older children can access the toilet facilities that are alongside the playroom, encouraging their independence skills to be developed. Children engage in a wide range of physical activities, both indoors and out, increasing their understanding about the importance of regular exercise as part of maintaining a healthy lifestyle. They enjoy regular trips to the park and dig and plant flowers in the garden.

Children are confident, showing good levels of self-esteem and building strong relationships within the setting, including those who have only recently begun their placement. Babies enjoy cuddles and lots of eye contact and positive facial

expressions as they drink their bottle of milk. Children have regular opportunities to meet and play with other children of a similar age, both in the home and through attending toddler groups.

Children's communication, literacy and skills relating to information and communication technology are actively promoted. They explore and use battery operated toys and books and are becoming familiar with mathematical terminology. They have opportunities to socialise with other children, enabling them to understand the need to co-operate and share with their friends.

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	3
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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