

Inspection report for early years provision

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Inspection date	06/06/2011
Inspector	Christine Bonnett
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 1998. She lives with her husband, one adult child and one child aged 11 years in Ickenham, in the London borough of Hillingdon. The whole of the ground floor of the house is mainly used for childminding and there is a fully enclosed garden for outside play. The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age group. She is currently minding two children in this age group. She is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register. The family has two dogs.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and comfortable in the childminder's care. Overall, children make progress in their learning, although there are weaknesses in the system used to monitor their development. Effective partnerships with parents help support the individual needs of the children in her care. Children's well-being is safeguarded, although the system used to assess safety hazards in the home does not include all the necessary details. The childminder has begun to self-evaluate her practice and demonstrates a sound capacity to maintain continuous development. However, the views of parents are not yet sought as part of the process.

What steps need to be taken to improve provision further?

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

- develop a system of observation and assessment that links to the six areas of learning, in order to clearly identify the next steps in each child's learning and to demonstrate their progress towards the early learning goals
- develop the risk assessment to cover anything with which a child may come into contact
- develop the process of self-evaluation to include the parents' views and improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

The childminder has a sound understanding of safeguarding issues. She is aware of the indicators of child abuse and has procedures from her local authority to follow should she need to report concerns. A record of risk assessments relating to the home and outings are maintained and help to protect children from harm

effectively. However, the assessment of the home does not include everything with which a child may come into contact. All the necessary records required for efficient management of the provision are maintained. Appropriate steps are also taken to help the children learn how to keep themselves safe. For example, they are shown how to cross roads safely, and resources from the 'Traffic Club' are used to reinforce their understanding. Children also participate in emergency evacuation drills from the home.

The childminder recognises the importance to her professional development, and particularly to the children, of evaluating and continuously improving her practice. Since the last inspection she has attended training courses to enhance her knowledge of behaviour management and child protection matters. She has also self-evaluated her work and introduced new initiatives. For example, she now uses daily diaries to record all relevant information about the events of the day. These are given to parents to ensure they are informed about all aspects of the day, including what their child has eaten and how they have slept. This helps to ensure the care provided is consistent and appropriate for each child. As a result of the introduction of the Early Years Foundation Stage framework, the childminder now ensures that children have greater opportunities for physical exercise during the day and the chance to socialise with others at pre-school groups. Her plans for the future include writing a summery of each child's progress to give to their parents at the end of each term. The childminder has yet to develop her self-evaluation process to include parents' comments, in order to ensure they have the opportunity to express their views.

Each child is treated as a unique individual because the childminder establishes effective partnerships with parents and consequently is aware of their individual background and needs. She respects the wishes of parents, and is prepared to take children to particular groups at their request, such as a music group, in order to broaden the children's play and learning experiences. All relevant information about the child is gathered from the parents when they join her care, and is regularly updated. This includes issues relating to weaning diets and toilet training routines. Each family is given a 'parent pack' containing all the childminder's policies and procedures to ensure they are aware of the service she provides for them and their child. Although there are currently no children who attend other settings, the childminder is aware of the importance of liaising closely with all other parties involved with the care or education of the children to ensure the best outcome is achieved.

The organisation of the childminder's home provides children with sufficient space for them to explore the play materials in comfort and safety. Their independence is promoted as they are able to self-select resources of their choice from a suitable range stored in both the living rooms. In addition, the childminder encourages children to play indoors and out as they choose as they are able to access the garden easily. Although two dogs live in the home, the flooring is clean and does not present a health hazard to babies laying or crawling on the carpets. The toys are also in good condition and clean to support the sustainability of the provision. The childminder finds out about the cultural traditions of each family and acknowledges their particular festivals, such as Diwali, by providing appropriate food and decorations. Consequently, all the children in her care have the opportunity to

gain an understanding of the wider world.

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

Children enjoy their play and generally make progress in the learning because of the resources and play experiences provided by the childminder. The childminder maintains a record of what each child has played with during the day and has a sound understanding of the areas of learning each activity covers. The record does not evaluate the child's progress towards the early learning goals, or identify the next step in their individual learning journey. However, the childminder is able to demonstrate verbally how she introduces different resources and techniques to keep children challenged and developing appropriately. For example, she places toys just out of the reach of non-mobile children to encourage them to stretch and crawl. Generally, children develop the skills they will need in the future as the wide range of books and the availability of painting and drawing materials promote communication and pre-writing skills. Numeracy is incorporated into the daily routine, for example, counting the number of cars on outings and walks. In addition, resources to support children's awareness of how to operate information and communication technology, such as programmable toys, are readily available. Children enjoy making up imaginary games with the toy kitchen, and rolling dough. They also develop in each learning area as they have fun making cakes.

The childminder fosters children's understanding of the importance of adopting a healthy lifestyle. Children enjoy a choice of fresh fruit at snack time including bananas and apples. Fresh drinking water is readily available. Lunches include pasta, tuna and fresh vegetables. The childminder encourages children to develop appropriate personal hygiene practices, such as washing their hands after using the bathroom. Children have daily opportunities to benefit from physical exercise. The back garden is used routinely, as well as walking the dogs over the fields. The local park and other places of interest, enable children to swing, climb and generally run around.

Children develop a sense of security and well-being as they learn what is expected of them. They are reminded to take their shoes off indoors, and not to climb on the rockery in the garden. Being praised for achievement helps to increase their self-esteem and enables them to express their needs confidently, such as asking for banana at snack time. The children enjoy positive interaction with the childminder. Young babies are nurtured with warm interactions, and snuggle up to her willingly for a cuddle having just woken up.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- implement a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which parents put in writing or by email (Procedures for dealing with complaints) (Also applies to the voluntary part of the Childcare Register) 08/07/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified on the Childcare Register (Procedures for dealing with complaints). 08/07/2011