

Inspection report for early years provision

Unique reference number	EY419476
Inspection date	17/06/2011
Inspector	Martha Darkwah
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 registered in 2010. She lives with her husband and two children, who are both aged under five. The family live in the Chiswick area of the London borough of Hounslow. The lounge, dining room and master bedroom are used for childminding. The balcony and the roof terrace are not used for childminding. There is no outdoor play area but children are taken to local parks and playgrounds.

The childminder is registered to care for a maximum of four children under eight; of these, one may be in the early year's age group. She is currently caring for one child in the early year's age group. The childminder is registered on the Early Years Register and both the compulsory and voluntary part of the Childcare Register. She is fluent in Spanish and a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder has a secure knowledge of children's individual needs and spends quality time supporting them in their play and learning. Children are safe and secure and enjoy learning about the local area and the world around them. Partnership with parents is good and this helps the childminder to meet the individual needs of the children. Children are making satisfactory progress given their age and starting points. She has started to evaluate her child care service informally and demonstrates a firm commitment to continuous improvement. However, she is yet to use a range of methods to reflect on all aspects of her practice to ensure its effectiveness in meeting all specific legal requirements.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- display the certificate of registration in the premises on which childcare is provided (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register) 24/06/2011
- obtain written parental permission to the seeking of any necessary emergency medical advice or treatment in the future for all children (Safeguarding and promoting children's welfare) 24/06/2011

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

- develop assessment by analysing and reviewing what you know about each child's development and learning in order to make informed decisions about children's progress and plan next steps to meet their development and learning needs.
- review the fire safety measures to ensure that the fire detecting and controlling equipment is appropriately located
- develop the process for ongoing self-evaluation that is reflective and covers all aspects of the childcare in order to identify the strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded from the risk of abuse or neglect. The childminder and her husband have had the necessary checks to ensure that they are suitable to care for children. She has a satisfactory knowledge on safeguarding and is clear about what to do if she has a concern about the welfare of a child in her care. She has up-to-date information, including referral numbers, and has a clear safeguarding policy which is shared with parents. However, the procedure to be followed if an allegation is made against any household member is not in sufficient detail.

The childminder has secure safety awareness and conducts regular risk assessments. She checks her environment inside and out on a daily basis and takes action to remove any items which may pose a hazard to children. She keeps a written record of her detailed risk assessments. Children are protected on outings as the childminder conducts a risk assessment before each type of outing. There is a plan in place for emergency evacuation and the childminder organizes regular fire drills. However, she is yet to install the fire blanket in a position to make it available for use in an emergency.

The childminder is beginning to identify her strengths and areas for improvement, although she has not established systems for monitoring and evaluating the continued quality of her provision. She has, for example, sought additional training on effective observation and assessment systems to support her in implementing this well.

She provides a relaxed and secure environment, in which children's welfare generally well promoted. Resources are age and developmentally appropriate and deployed effectively and the childminder ensures that the toys and equipment she provides are of particular interest to individual children, for example, providing musical instruments that make noise and are of different textures for children who like these activities. She welcomes children from diverse backgrounds and takes steps to provide resources in children's home language and learn key words so that children feel valued and included.

Parents receive good information about the service, including an information pack along with policies and procedures. They are kept in touch with how their children are developing and are encouraged to share their own knowledge of children's

starting points and ongoing development. The childminder communicates well with parents via daily discussions and contact diaries. Written observations are shared with parents and they contain photographs of activities children are involved in. Feedback questionnaires are used regularly to assess parents who are very happy with the service. They comment on the 'effective communication they receive each day and how their children receive excellent care'.

The childminder has not had reason to establish partnerships with other professionals since she was registered. However she is well aware of the steps to be taken if a child has special educational needs and/or disabilities and she is ready to seek guidance from outside agencies if there is a need.

The childminder is yet to display the registration certificate although she is aware of the requirement to do so, which is a breach of requirement. Currently, she has the certificate in a folder shared with parents and has identified a strategic position for its display.

Comprehensive policies and procedures on all aspects of care are available and shared with parents.

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

The childminder has a clear understanding of the six areas of learning and uses the guidance to further develop knowledge of the curriculum. Children make satisfactory progress in the childminder's care. She uses her observations of their play and different learning styles to provide them with opportunities to extend and develop their learning. Her sound knowledge of their stage of development and their interests ensures that children are well motivated and busily occupied while they are in her care. The childminder obtains information about their starting points so that she can accommodate their interests. She undertakes baseline assessments and observations and shares the information with parents. They include photographs and examples of children's work. The system is in its infancy and not yet fully embedded. However, although she identifies some aspects of children's next steps, the information is not fully utilized to influence the planning of future activities in order to meet the developmental needs of individual children.

The childminder communicates regularly with the children and are settled and secure in the setting. She chats to children and maintains eye contact to encourage early language skills. Children feel very safe in the childminder's care as they have built up warm and trusting relationships with her. They are beginning to learn how to keep themselves safe through her sensitive explanations and regular interactions with them in a warm and calm environment. Children behave well and show that they feel safe and secure in the pre-school by their relaxed body language, in their curiosity and eagerness to use their imagination to play and explore.

Children are developing skills for the future as they develop independence skills, learn how to communicate and form positive relationships. Children are learning to

keep themselves safe through the daily routine and the activities that are provided. Children are well settled they are happy in the setting and engage with the childminder as she sits and plays with the children. Children have opportunities for mark-making and craft activities. For example making father's day cards.

Cultural diversity and inclusion is valued and respected well overall. A range of interesting activities is planned to help children to develop an awareness of the festivals and celebrations that are enjoyed in different cultures and background.

The childminder help children with their language skills by pointing to objects, repeating and emphasizing descriptive words and engaging with children in their play, using laughter and fun as a good communication tool. Counting concepts are introduced in a fun way through songs. Whilst reading to children, she encourages children to turn the pages of chosen book and uses good animation, in pitch pace and tone to encourage meaningful listening. Push button interactive battery operated and programmable toys delight children teaching them cause effect.

Children's health is promoted well. They have regular opportunities for fresh air and exercise and walk out to the local parks and other local amenities such as music classes. Children are offered snacks and meals in accordance with parents' wishes. She has adequate information on each child's medical history and a clear policy on the rapid action she will take in the event of an emergency. However, she is yet to obtain written consent from parents to seek medical treatment or advice in an emergency. This is in breach of a specific legal requirement.

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	2
The effectiveness with which the setting promotes equality and diversity	2
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	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	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	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	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:

- take action as specified in the early years section of the report 24/06/2011

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 in the early years section of the report 24/06/2011