

Inspection report for early years provision

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Inspection date	13/06/2011
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.

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Description of the childminding

The childminder was registered in 2000. She lives with her husband and two children aged 15 and 14 years in Feltham, in the London Borough of Hounslow. 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 five 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 have a pet dog.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in the homely environment the childminder provides. Children enjoy their play and make progress in their learning and development. Overall, children are safe, and generally have their health promoted effectively. The childminder forms a good working relationship with the children's parents to ensure each child's individual needs are fully known and that consistent care is provided. The childminder has started to reflect upon her practice and has begun to use her findings to develop and improve her provision.

What steps need to be taken to improve provision further?

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

- update the record of risk assessment to include any assessments of risks for outings and trips including the specific hazards associated with each particular outing
- improve hygiene practices in relation to children washing their hands at meal times, and ensure that they develop an understanding of why it is important to do so.

The effectiveness of leadership and management of the early years provision

The childminder has a good knowledge and understanding of her responsibility to safeguard the well-being of the children in her care. She knows the indicators of child abuse, and has processes to follow to report any concerns about their welfare. Appropriate risk assessments are in place to ensure children are kept safe within the childminder's home. However, although risk assessments are conducted for outings, the system used does record specific details of the particular hazards

associated with each particular outing. Children learn how to keep themselves safe as they routinely join in emergency evacuation drills, and are taught road safety on outings.

The childminder's home is conducive to children's learning as there is ample space for them to fully explore the play materials either in the large living room or conservatory. Their independence is promoted as they are able to access resources of their choice from boxes and cupboards in the conservatory. All the furniture and equipment is safe and well cared for, thereby making it appealing for children to use.

The childminder has recently started to reflect upon and self-assess her practice. She states that it is important for the children to refresh her knowledge, introduce new ideas and keep up-to-date with new initiatives. She has recently attended a training course, and plans to attend others to enhance her existing skills, such as food hygiene. Since attending 'Play with children under 30 months' training, the childminder has introduced new resources to broaden children's play experiences. These include making 'snow storm' shakers for younger children to enjoy. Her plans for the future include obtaining more electrical toys to encourage children to investigate, and obtaining flash cards to further promote problem solving reasoning and numeracy.

Through establishing effective partnerships with parents, the childminder ensures that she is familiar with the background and needs of all the children, and is able to support them appropriately. All relevant information is exchanged verbally on a daily basis to ensure all parties are well informed about the well-being of the children. Parents are also able to see a scrap book containing photographs of their child at play and examples of their art work. Periodically, the childminder prepares a summary of the child's development in each of the areas of learning and her plans relating to how she intends to help them continue to make appropriate progress. These are also made available for the parents to view and discuss with her. The childminder is also aware of the importance of working with all agencies involved with the care or education of the children to ensure consistent and appropriate care is provided. The childminder uses resources, such as books and play figures to increase children's awareness of diversity within the wider world. Children also visit pre-school groups where they have the opportunity to socialise with children from cultural backgrounds that are different from their own.

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

Children are relaxed and content in the childminder's care. They have fun as they participate in a variety of stimulating activities. The childminder has a good understanding of the six areas of learning, and plans activities for the children to enjoy that cover each one effectively. Observations are carried out and assessed by the childminder in order to identify the next step in each child's unique learning journey. Reasoning and numeracy are practised routinely as children count the building bricks or items in the story book. They have opportunities to draw to promote their creativity and pre-writing skills. Story time is enjoyed by all the children. The older children show excitement as they anticipate what comes next in their favourite story. All children have access to programmable toys, such as key

boards and activity centres and older children are able to use a computer to access appropriate web sites. Consequently, they are successfully developing the skills they will be using everyday in the future. A favourite is delving into a 'goody bag'. The childminder selects items that are age appropriate for each child, and that they will enjoy playing with, and places them in shopping bags. Older children have fun rummaging in their bag and finding a magnifying glass or tape measure, while younger ones find tea sets and colourful, spiky plastic hedgehogs to squeeze in theirs. They also have great fun as they find a game they can enjoy together, such as a hoopla set. The childminder joins in with them as they practise aiming at the target, as well as taking turns and sharing.

Generally, the childminder promotes the good health of the children. The home is clean for children to be able to play on the floor with no obvious risk to their health. They enjoy a variety of fruit at snack time, such as banana, pears and apples. The childminder uses a four week rotation system for her menu planning. Each week she informs the parents what she intends to provide, to enable them to make suggestions and comments. This ensures that all allergies or other specific dietary requirements are taken into account. The menus include chicken, pasta and yoghurt. Children enjoy playing in the open air, either in the back garden or local park. At the park they benefit from the physical exercise of climbing, swinging and generally running around. However, children's health is undermined because they do not always wash their hands before eating, in addition, the older children demonstrate little understanding of the importance of good personal hygiene practices.

Children learn the rules of the house. These include sitting down to eat, and being kind to each other. Applying the rules consistently enables children to feel safe and secure because they know what is expected of them. They concentrate well as they play, and sing to themselves. This also demonstrates they feel safe and confident. The childminder gives warmth and kindness to all the children, and they show their closeness to her as they happily have their nappy changed, or snuggle up with her on the settee for a story.

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	3
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	3
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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