

Inspection report for early years provision

Unique reference number	138839
Inspection date	20/06/2011
Inspector	Kim Mundy
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 has been registered since 1994. She lives with her husband in Harefield in the London borough of Hillingdon. The ground floor of the house is used for childminding and there is a fully enclosed garden for outside play. The family have a pet dog and cat. The childminder walks or drives to local schools to take and collect children. She attends local pre-school groups. The childminder is registered to care for a maximum of six children at any one time; of these, three may be in the early years age range. She is currently minding three children in this age group. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, the childminder helps children to make good progress in their learning and development. Her systems for planning and assessing children's progress are developing. Children's individual needs are met because the childminder builds good relationships with their parents and other people involved in their lives. The childminder's home is clean, safe and secure, which helps to promote children's safety and welfare well. The childminder's system to monitor her childminding service is underway and she works towards continual improvement to enhance her service.

What steps need to be taken to improve provision further?

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

- further develop the process of self-evaluation to include the views of the children and parents
- further develop the planning and assessment procedures to significantly link to the outcomes for the early learning goals and to identify children's future learning targets
- include parents in the assessment process to ensure they are fully involved with their child's learning.

The effectiveness of leadership and management of the early years provision

Children are happy and well cared for by this kind and caring childminder. They benefit from the childminder's effective risk assessments of her home, garden and outings; these identify possible hazards and minimise risks. Children are safeguarded as the childminder knows exactly what to do, should she have a child protection concern regarding a child in her care. The childminder ensures that

suitable procedures are followed when children are on medication or are unwell. She holds a first aid certificate to manage any accidents appropriately.

The childminder makes good use of the space in her home and garden. Children develop a sense of belonging, as they arrive to find the conservatory set up with toys to entice them to play. They have access to a range of good quality toys, equipment and nursery furniture to meet their individual needs. Children feel safe and secure; they turn to the childminder for comfort and freely explore the warm and welcoming environment.

The childminder has good relationships with the parents. They are informed about their children's routine, learning and development daily. However, parents are not fully involved with their child's learning by helping to identify their future learning targets. The childminder organises all of her documentation well. She has compiled clear written policies and procedures, which are shared with parents and underpin her good childminding service.

The childminder's system for monitoring her service through self-evaluation is underway. However, parents and children's views are not obtained as part of this process. The childminder is committed to continuous improvement; she has extended her knowledge by attending training courses, such as Safeguarding training. She keeps up to date with child care issues; for example, through links with her early years advisor at the local Children's Centre.

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

Children enjoy playing at the childminder's home. When they first start, they settle slowly until they are happy to be left in the childminder's care. As a result, their emotional well-being is nurtured. The childminder is developing her planning and assessment of children's individual learning, although this is not significantly linked to the outcomes of the early learning goals to fully secure their future learning targets.

Children are developing many skills for the future. They practise their early mark-making skills; they draw with pencils and crayons and paint with brushes and water in the garden. The childminder uses open questions and praise to help extend children's speaking and listening skills. Children enjoy listening to a range of stories, join in songs and rhymes. They are learning while using their senses as they explore play dough, glue and sand. Children are developing their problem-solving skills; they fit puzzles together, post shapes and use a variety of construction toys. They are finding out how things work when using telephones, cash tills and push button toys. At the library, they gain mouse control as they use the computer. Various activities develop children's knowledge and understanding of the world in which they live; for example, playing with a range of multicultural resources, feeding the ducks in the park and celebrating a variety of festivals, such as Diwali and Easter. Visits to local pre-school groups provide children with opportunities to be involved in the community and help to develop their social

skills.

Children's health and well-being is promoted effectively. Good hygiene practice is carried out during the routine of the day, for instance, when changing nappies. Parents provide packed lunches for their child. The childminder provides healthy snacks, such as fresh fruit and plenty of drinks throughout the day. Babies cuddle up on the childminder's lap to enjoy their bottle of milk. Children are developing their physical skills. They enjoy playing in the garden on the scooter, push and ride toys, the tree swing, slide and ball games. Babies' physical development is extended, as they become increasingly confident to manoeuvre quickly along the floor.

Children are learning to keep themselves safe, as they practice the fire drill and learn about road safety. Their behaviour is managed well and the childminder encourages all children to share and play together appropriately. The childminder sets clear boundaries, which are consistently applied. She uses praise to effectively develop children's self-esteem. The childminder's calm and caring manner helps children feel settled and secure.

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

The quality of the provision in the Early Years Foundation Stage	2
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----