

Inspection report for early years provision

Unique reference number	116004
Inspection date	21/06/2011
Inspector	Jennifer Devine
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 1994. She lives with her husband and an adult son in Feltham, in the London borough of Hounslow. The childminder uses all rooms of her home for childminding purposes and there is an enclosed garden for outdoor play. She is registered to care for three children under eight years, of whom three may be in the early years age group. She is currently minding two children in the early years age group on a part time basis. The childminder is registered on the Early Years register, and the compulsory and voluntary parts of the Childcare register. She is a member of the Feltham First Childminding Network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are settled and happy within the childminder's care. She shows warmth and kindness to each child and provides a secure, stimulating environment to help them grow and make good progress in their development. Most of the required documentation is in place. The childminder has a good understanding of the Early Years Foundation Stage and overall plans a suitable range of activities and experiences which meet most children's individual needs and interests. She works closely with parents to ensure she meets the needs of each child. The childminder is enthusiastic and committed to continually monitoring and evaluating the service she provides to ensure she maintains a quality service.

What steps need to be taken to improve provision further?

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

- ensure sensitive observational assessment is undertaken in order to plan to meet all young children's individual needs (organisation) 12/07/2011

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

- update the record of risk assessments to include any assessments of risks for every type of outing

The effectiveness of leadership and management of the early years provision

The childminder understands the importance of safeguarding the well-being of children in her care and is aware of the indicators of child abuse and the child protection procedures to follow if she was concerned about a child. The

childminder places a strong emphasis on the children's safety within the home and when outdoors. Written risk assessments are undertaken which ensures hazards are identified and eliminated. She has a full awareness of ensuring children are kept safe when out of the home, and has devised an outings risk assessment. However this is a general risk assessment and does not include the risks associated for every type of outing.

Children are able to move freely and independently around the home and garden, whilst still under the close supervision of the childminder at all times. The childminder organises her home and play resources well, enabling children to make choices freely and safely. Children can choose from a range of age appropriate toys stored at a low level to support their increasing independence. Toys and play materials are also stored in the hallway cupboard and are accessible for children to choose their play with the childminder's help.

The childminder is committed to her professional development and this is reflected within a comprehensive self-evaluation of her provision. She is aware of her continuous development and recognizes areas for improvements. The childminder has attended many training courses and makes effective use of these opportunities to increase her knowledge and keep updated with changes to legislation and new ideas.

Children receive appropriate and consistent care because the childminder has established effective relationships with parents. They are kept well informed about their child's day through daily verbal communication. The childminder also shares her developmental records with parents to enable them to become fully involved in their child's learning and they often take them home at the weekend to read through the information. Parental comments indicate they are very happy with the care provided. The childminder has developed a well resourced activity file which gives parents information about the Early Years Foundation Stage and explains how activities support children's early development.

The childminder provides an inclusive service for children and families. They are well supported as the childminder is aware of children's likes, dislikes and routines through talking with parents before their child starts. The childminder embraces diversity within her home and has obtained key words in the children's home language to enable her to offer support and develop their confidence. The childminder plans trips out to several community activities such as to toddler groups and this helps children socialize and develop an understanding of the world around them. The childminder also liaises with other agencies to offer support such as speech therapists and she reads the nursery newsletters to enable her to have an awareness of continuing this learning at home.

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

Children are looked after in a caring and loving environment where they are developing their confidence and enjoy investigating their surroundings. The

childminder sits with the children to offer support and encourage their learning. She is understanding to individual children's needs and offers lots of reassurance to help them settle and feel comfortable in her home.

The childminder has developed a good, secure knowledge of the Early Years Foundation Stage and has effective methods in place for observing and assessing most children's development. She has made links in her observations to the six areas of learning and identifies most children's next steps for learning. However, she has not kept developmental records for children who are in the early year's age range but attend part-time nursery and therefore cannot fully support their development.

The childminder plans her environment to enable children to initiate their own play and she supports their play, bringing in challenges to extend their learning. Young children have good opportunities to make decisions about their play and enjoy sitting on the floor playing with a range of exciting activities. They excitedly play with the train set and concentrate intensely as they fit together the track pieces. The childminder is skilled in understanding the importance of talking with children and constantly talks through an activity with them. Children respond to her and are beginning to repeat words and respond to questions. The childminder has a good understanding of developing children's love of books. Children can access their favourite books as they are stored within easy reach and they have a wide selection of picture and reference books, together with a dual language picture dictionary.

Children's problems solving skills are developing as they enjoy attempting fit-in puzzles and thoroughly enjoy completing a large picture puzzle as the childminder talks to them about the different pictures. They are developing their mark making skills as they enjoy exploring the chalks and have many opportunities for investigating and developing their imagination through various art and craft activities using recyclable materials. Children are developing their skills for the future as they have many musical or press button toys and often visit the library where they can access the computer.

Children have good opportunities to develop their physical skills as they go out everyday for walks to the local parks or to the children's centres for play sessions. They can also play outdoors in the well-equipped garden where they can ride on push- along toys, tricycles or push the buggies around the garden. Children's behaviour is appropriate for their age and the childminder has effective strategies in place by offering lots of praise to them to promote their self-esteem.

The childminder takes reasonable steps to ensure children in her care remain healthy and free from cross infection. Children do not attend if they are unwell. The childminder holds a current first aid certificate and this enables her to deal with accidents appropriately. Currently, parents provide their children's food and the childminder makes sure it is stored and reheated appropriately to ensure it remains fresh. The childminder promotes good hygiene by ensuring she talks with the children about the importance of washing their hands before and after eating their meals.

Children are developing their understanding of keeping safe as they practise the fire evacuation procedures. Children learn about road safety when outdoors and the childminder ensures she talks to children about road safety and always crosses roads at safe points when out walking. Children demonstrate that they feel secure and safe in the childminders care as they become absorbed in their play. They smile and laugh with the childminder and are confident to play on the floor to explore their surroundings, and show pleasure when she picks them up for a cuddle and reassurance.

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
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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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