

## Inspection report for early years provision

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<b>Unique reference number</b>	149822
<b>Inspection date</b>	04/07/2011
<b>Inspector</b>	Alison Kaplonek
<b>Type of setting</b>	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 has been registered to care for children since 2001. She is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The childminder lives with her grown-up children in a house in Isleworth in the borough of Hounslow, close to local schools and shops. All areas of the property are used for childminding; children mostly use the downstairs rooms and toilet facilities are on the first floor. There is a fully enclosed garden for outdoor play. The childminder is registered to provide care for six children from birth to eight years; of these, three may be in the early years age group. There are currently eight children on roll who attend on a full- or part-time basis; of these, five are in the early years' age group. The childminder has a relevant childcare qualification and is a member of the National Childminding Association.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The childminder makes good provision for children in the Early Years Foundation Stage ensuring they make secure progress in their learning and development, overall. She provides children with a safe and secure family environment that meets their individual needs well. The childminder ensures that the premises and resources are easily accessible and welcoming to every child, regardless of their background or ability. She is very well-qualified and experienced in caring for children and has fully implemented the recommendations from her last inspection, demonstrating a commitment to ensuring continuous improvement.

## **What steps need to be taken to improve provision further?**

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

- improve assessment and planning to ensure that the next steps for children's learning are clearly linked to the Early Years Foundation Stage framework to enable continual progress to be made
- improve observations and tracking to accurately reflect children's capabilities.

## **The effectiveness of leadership and management of the early years provision**

A very good range of policies and procedures are available. The childminder's implementation of well-maintained records ensures that every child's needs are effectively met. The childminder has a good understanding of procedures to

safeguard children. She has a clear safeguarding children policy and contact details for her local safeguarding children's board, which she shares with parents. She provides well-organised childcare that runs smoothly and efficiently. The childminder regularly carries out risk assessments on the premises, equipment and outings. She ensures that fire drills are regularly practised with all children making clear evaluations about what could be improved.

The childminder builds good relationships with parents; she shares her policies and procedures and keeps parents very well informed about their children's daily routines and activities. She regularly shares children's learning folders and information about children's achievements. These can be shared with other early years' provision with support from the parents. The childminder welcomes all children into the setting and ensures that their health, safety and well-being are of a good standard. She provides children with a warm, comfortable environment, where they feel safe and secure and their emotional needs are well met. Children can easily access a wide range of resources covering all areas of learning.

The childminder demonstrates a clear understanding of inclusive practice and encourages children to be fully involved in all aspects of their play and learning. She uses positive images and resources within activities to promote respect for diversity and positive attitudes to differences. Good self-evaluation takes place which enables the childminder to recognise her strengths and the areas for further development.

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

Children make good progress in their learning. The childminder knows them well and follows their interests, providing activities which they enjoy. Children are able to make choices and develop a good sense of belonging as they move around freely and with increasing confidence. They enjoy using the toys and equipment which are laid out for easy access in the bright and welcoming, dedicated play room and are able to make choices from the huge range of books, puzzles or small world resources. Babies enjoy exploring texture, colour and shape whilst looking at books. They sing songs and are beginning to learn to interact together. Children learn to socialise with other young children and adults when they visit a toddler group or local amenities, such as the park or childminding group. There is a good balance between child-initiated and adult-initiated activities, which help children become active learners.

The childminder makes observations and assessments of children's progress, so that these can be used to plan for their future learning needs. These are appropriately linked to the areas of learning and include a tracking system to show children's progress. Although the records include children's next steps in their learning these are not always clearly linked to the Foundation Stage guidance to ensure the best possible progress is being made. Some of the observations and tracking does not always accurately reflect children's capabilities and feed into the next steps. However, as the childminder knows the children very well she is able to

pick up on their particular interests, such as their enjoyment of books or their interest in musical and electronic toys, to ensure that they are fully involved in their learning. She interacts well and provides good support for all children in her care.

Children's health and safety is assured as they are provided with nutritious home cooked meals and healthy snacks. They enjoy regular outdoor play and visits to the park what ever the weather. Children follow clear house rules for good hygiene such as washing hands before eating, after playing outside, or after using the toilets. The childminder ensures that children's drinks are available at all times and keeps clear records of accidents or any medication which she may have to administer. Children learn to keep themselves safe as they talk about following the 'green cross code' and 'stranger danger'.

Children learn respect for diversity and differences as they talk about different cultures and customs. They celebrate birthdays and learn to get on with each other, sharing and taking turns. Good encouragement and support ensures that they behave well and are gaining in confidence and self esteem. Babies feel safe and secure and are developing their sense of belonging.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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