

## Inspection report for early years provision

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<b>Unique reference number</b>	116119
<b>Inspection date</b>	19/07/2011
<b>Inspector</b>	Seema Parmar
<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 registered in 1997. She lives with her husband and teenage daughter in Chiswick, in the London Borough of Hounslow. Mainly the ground floor of the home is used for childminding, where there is a self-contained playroom with kitchen and a ground floor cloakroom. There is no outdoor play area. The childminder intends to provide suitable alternative arrangements for outdoor play by visiting nearby parks and local places of interest.

The childminder is registered to care for four children aged under eight years or six children when working with an assistant. She has three children in the early years register on roll. The childminder is registered on the Early Years Register, compulsory and voluntary parts of the Childcare Register.

The childminder has qualifications in childcare at NVQ Levels 2 and 3. The childminder walks or drives to local pre-schools to take and collect children. The childminder is a member of the National Childminding Association.

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

Overall the quality of the provision is good.

Children are enjoying and achieving, in a stimulating and learning environment which includes an exciting range of play experiences. However, children are not able to enjoy daily outdoor play experiences to further develop their physical well-being. Partnerships with parents are effective in keeping them informed about their children's care, learning and development. The childminder evaluates the strengths and areas for improvement in her provision and strives to improve the support and experiences she offers to children in her care.

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

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

- plan for children to have opportunities for outdoor experiences on a daily basis.

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

The childminder demonstrates that she has a good knowledge of how to safeguard children in her care. For example, she knows what to do if she has concerns about child protection and is familiar with the local safeguarding children's board procedures. The childminder is very conscious of all aspects of safety, as she carries out visual checks daily and has written risk assessments in place for

indoors, outdoors and for outings. These risk assessments include identified potential hazards, the level of risk and preventative steps taken to reduce the risk. As a result, children's safety and welfare are very well promoted.

The childminder ensures continuous improvement of her provision by assessing and recording what is being done well, and what needs to improve. She shows a strong commitment to developing and improving her practice. For example, at the last inspection, the childminder was required to make sure all the necessary information and parental consents were obtained for any children attending. As a result, the childminder now maintains all required records and documentation to support children's welfare and care routines.

The indoor environment is 'homely' enough to feel comfortable while providing an environment suitable for learning. The childminder organises her home and play resources effectively, in order to encourage children's independence. Children are valued and respected as individuals. Equality and diversity are threaded through many activities, so that children are gaining a strong awareness of the needs of others. This creates an inclusive environment that encourages children to feel a sense of belonging and promotes their self-esteem. The childminder has a positive attitude to developing and forming links with other providers to ensure continuity of care and learning for the children.

The childminder has effective systems in place to share information with parents. She talks to parents before children attend her setting to find out about their children's individual needs and any relevant information relating to the child's abilities. Children benefit from very close communication systems between parents and the childminder. For example, the childminder actively encourages parents to contribute and update information, and to become fully involved in their child's continuous care, learning and development. Feedback questionnaires given to parents express that they are very happy with the childminder.

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

Children are very happy, secure and enjoy the quality time the childminder spends playing with them. The environment is well presented to ensure that learning is fun and helps the children make good progress, in their learning and development. Ongoing assessments are used effectively to monitor children's progress and development. Observations enable the childminder to identify what she needs to do to help the children in achieving their next goal.

Babies make good progress with the caring and encouraging support that the childminder provides as younger children follow their individual daily routine, seek comfort and cuddles; go for their naps, and through using gestures to make their needs known. The childminder sits with the children, effectively supporting their play and describing what they are doing. Babies excitedly make sounds and express their joy, as they are beginning to use verbal communication. This plays a key role in language development. In addition, children develop an awareness of number games through their enjoyment of action nursery rhymes and songs that

relate to their experience of numbers. Babies have fun playing, showing delight and amazement as they push various buttons on a selection of programmable toys. This supports their learning and helps them to develop skills for the future, as they find out why things happen and how things work. Babies develop their physical skills, as they have time to crawl or are assisted to walk around. In addition, they use their increasing mobility to connect with toys, objects and the childminder. However, the babies have few opportunities to access outdoor play which would further promote their physical development.

Children are very well supported to develop a healthy life-style, as the childminder provides them healthy, nutritious snacks and freshly cooked meals that support their individual dietary needs. For example, children tuck happily into their lunch consisting of steamed chicken, broccoli, and carrots. In addition, children develop their self-help skills as they enthusiastically eat their banana and yoghurt for dessert. Children have access to fresh drinking water in their individual beakers. Babies clearly show their likes and dislikes at mealtimes and hold out their hands to be wiped, as they are beginning to establish good hygiene practices. Arrangements to minimise cross infection and ensure good standards of hygiene are in place. For example, the childminder enforces the no shoe rule, which prevents the possibility of foreign objects, being brought into the playroom. Children are learning to keep safe, as the childminder gives gentle reminders and supervises them vigilantly as they play. The childminder has a loving and caring relationship with children, who form strong attachments to her. As a result, children are happy and settled in her care.

## 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

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met