

Inspection report for early years provision

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Inspection date	16/06/2011
Inspector	Debbie Newbury
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 registered in 2010. She lives with her husband and two children aged four and six years, in Isleworth in the London borough of Hounslow. The home is close to local parks, schools and shops and is near to bus links. The whole house, which is located over three floors, is used for childminding. There is a fully enclosed garden for outdoor play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder may care for no more than four children under eight years; of these, not more than two may be in the early years age group, and of these, not more than one may be under one year at any one time. She is currently minding three children in the early years age group and the days and times of children's attendance vary.

The childminder takes children to local playgroups, parks and playgrounds, as well as the library and other places of interest. The childminder also walks to and from local schools to take and collect children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, secure and well-cared for in a warm and welcoming environment. They are supported in making sound progress in their learning and development, and have their individual welfare needs met well. Arrangements for working in partnership with parents and promoting inclusion are generally effective. The childminder has made significant improvement since her last inspection, and is very keen to develop her practice further. Consequently, her capacity to maintain continuous improvement is good.

What steps need to be taken to improve provision further?

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

- develop the partnership with parents further, so that information regarding children's learning and development is shared more regularly and can be used to contribute towards planning and assessment, for example by encouraging parents to contribute to their children's development records
- extend opportunities for children to develop and use their home language in their play and learning.

The effectiveness of leadership and management of the early years provision

The childminder has made a lot of effort to address the issues raised at her previous inspection. This has resulted in many improvements with regard to safeguarding and ensuring children's welfare. Records of risk assessment are now in place and reviewed regularly, for the home, garden and the different places children visit. The necessary consent forms to seek emergency medical advice or treatment are now completed by all parents. The childminder has a sound understanding of the possible indicators of abuse and neglect, as well as the action she must take if she has any concerns about a child in her care. This may include speaking to parents or seeking advice if she has serious concerns about a child's welfare. Relevant reference materials are readily to hand to guide her in this action.

The childminder has become more reflective and has recently completed a formal process of self-evaluation to help identify strengths and areas for further improvement. She undertakes research on the internet and meets up with other childminders to discuss practice issues. Overall, the childminder makes a good attempt at working through things to the best of her ability. All required documentation is maintained appropriately; it is well organised, has regard for confidentiality and is stored securely.

The childminder's home offers children a warm and welcoming environment that is safe and secure. She utilises most rooms, which means that children benefit from access to different areas and a change of scenery during the day. There is plenty of open floor space in the lounge enabling young children to crawl around and practise movement. The effective organisation and presentation of a range of appropriate play materials in open low-level boxes, allows children to make their own selections. As a result, they are encouraged to explore and follow their own interests.

The childminder recognises the individuality of each child in her care and understands the need to meet individual needs. She does this by planning specific activities for each child, and gathering information from their parents to ensure she is aware of their individual routines and likes and dislikes. A rich cultural diversity is evident in the home as a result of both the childminder's own cultural background and those of the families of the children currently in her care. For example, children are exposed to the childminder's Chinese heritage in terms of seeing different artefacts, the display of Chinese writing and hearing Chinese music and language. The childminder is familiar with and uses some of the words young children hear in their home languages, such as the words they may use for the special people in their lives. However, she has not yet considered how she can extend this further, for example as children become more competent in their spoken language skills. Resources within the home include items that reflect positive images of diversity. The children currently in the childminder's care are very young but the childminder intends to broaden the range of experiences she offers, to help them learn about the wider world as they become older.

The childminder ensures that parents are informed about the way she organises her childminding provision through discussion and by sharing her policies and procedures with them. An informal exchange of information each day is supplemented by a written diary, to which parents are invited to add their comments. This helps to ensure they are notified about and included in their child's day. The childminder has told parents about the development records she is keeping on their children, and has invited them to view these whenever they wish. She has started to show them these records on some occasions. However, parents do not contribute formally to these, to encourage a more cohesive approach to their children's learning. In a written testimonial provided for the purpose of inspection, one parent comments how the childminder is 'very caring and friendly' and that they feel the home 'is a very good environment for children.' Children do not currently receive care or education from any other setting, but the childminder understands the importance of working in partnership with other providers, as necessary, to ensure the integration of care, education and any extended support.

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

The childminder has developed systems to ensure every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs. She uses her observations of children at play to help her assess their achievements and progress, and to plan for the next steps in their learning. For instance, she has noticed that some young children show an interest in transferring objects from one container to another, and consequently plans different activities which allow them to pursue this interest but which offer greater challenge. As a result, they refine and extend their developing skills. Children enjoy crawling in and out of the pop-up tent that the childminder has set up in the lounge, and they smile with delight as she plays peek-a-boo with them. Children develop their problem-solving skills as they post different shaped bricks into the shape sorter and investigate interactive, cause-and-effect toys, which allow them to explore technology at a basic level. The childminder spends much of her time sat on the floor facilitating children's play. For instance, she notices that young children find it too difficult to use the small bricks from the shape sorter to build a tower, and immediately substitutes these for larger blocks. Consequently, the activity becomes instantly achievable, and children respond with pleasure and clap themselves each time they add another block to the growing tower. They develop their hand and eye co-ordination as they sit with the childminder to roll different sized balls to one another, and they enjoy the different sounds they can create by striking drum sticks on different objects. The childminder spends a lot of time talking to young children and acknowledging the sounds and gestures they make; this helps them to build confidence in their efforts to communicate. Outings to local playgroups and childminding groups, as well as play dates with other childminders and the children they have in their care, enables children to begin to develop their social skills and explore different resources.

Children stay healthy because the childminder implements effective measures to ensure good standards of hygiene and to minimise the potential for the spread of

infection. For instance, no outdoor shoes are worn inside the home. This is especially important as young children sit and play on the floor. There is a shared approach to the provision of food. The childminder provides healthy, nutritious snacks whilst parents supply meal items, and these are stored appropriately to ensure they pose no health risk to children. The childminder does not drive and therefore walks everywhere with children, ensuring they get plenty of fresh air and exercise. Garden play, outings to local parks or going out for walks all form part of the normal daily routine.

The childminder assesses and adapts her home to take account of the ages and stages of development of the children in her care, and to ensure it remains safe. She is very conscious that this is an ongoing process. Young children are secure and display a sense of belonging because the childminder follows their individual routines and helps them feel self-assured. They receive lots of praise and encouragement, and snuggle in contentedly when they are picked up and cuddled.

Children are supported in gaining skills for the future, through an exploration of a suitable range of resources and their participation in a variety of different activities, in addition to the good level of interaction they receive from the childminder.

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	3
The effectiveness of the setting's engagement with parents and carers	3

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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