

Inspection report for early years provision

| | |
|--------------------------------|-------------|
| Unique reference number | EY423510 |
| Inspection date | 15/09/2011 |
| 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 was registered in 2011. She lives with her husband and young child in Ruislip in the London borough of Hillingdon. The whole of the ground floor of the maisonette is used for childminding and there is a fully enclosed garden for outdoor play. The childminder walks and drives to local schools to take and collect children, and she attends the local parent and toddler group. The family has a cat as a pet. The childminder is registered to care for a maximum of three children under eight, two of whom may be in the early years age range. She is currently minding one child in this age group. She 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 satisfactory.

Children are settled and happy in the childminder's care as they access a range of activities, which capture their interest. The processes of observational assessment, planning and self-evaluation are underway. The childminder begins to identify strengths and areas for development in her new childminding service. She recognises the uniqueness of each child and overall, works with their parents to ensure their individual needs are met. The childminder organises her home to provide a warm and safe place for children to play and explore.

What steps need to be taken to improve provision further?

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

- develop further knowledge and understanding of the early learning goals and use this information to develop planning and assessment processes
- obtain parents' views about their child's developmental starting points to help identify their next steps for learning
- develop self-evaluation, to reflect on practice and identify strengths and weaknesses in order to improve the outcomes for children

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded because the childminder has a good knowledge and understanding of her responsibility in child protection, and adults in the home are suitably checked. Furthermore, a record is kept of visitors to the premises, which further safeguards the children. The childminder has made her home safe and secure for children to explore freely. She undertakes risk assessments for each specific outing to ensure children are safe when out and about in the community. The childminder is just beginning to evaluate her childminding service, although,

she does not include the views of the children and parents. She is keen to further develop her service to benefit the children and their families.

The childminder provides a service that is inclusive for all children. Developmentally appropriate toys and learning materials, including those, which help to promote children's understanding of diversity are easily accessible. The childminder knows the children well and she plans activities to support their individual interests. The childminder makes effective use of the space in her home and garden.

Partnerships with parents and carers are being established and a daily diary and verbal exchange of information keeps parents up-to-date with their child's routine. The childminder's paperwork is suitably organised and relevant policies and procedures are shared with parents. However, the childminder does not obtain children's starting points from parents to help her plan their next steps for learning. The childminder instigates links with children's schools to share relevant information for continuity and coherence in their learning.

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

The childminder has an emerging knowledge and understanding of the early learning goals. Her systems for planning and assessing children's progress are underway. Children's confidence and self-esteem are increasing, as they respond to praise and encouragement from the childminder. The childminder uses effective questioning to encourage children to pursue with difficult tasks and work collaboratively with each other. For example, they work together to wash the car in the garden using spray water bottles and cloths. Children are developing their imagination and creative skills through art and craft activities. They make decisions about using glue or sticky tape to stick coloured papers on to their telescopes. In addition, they enjoy making a Pirate cutlass and hat, which they use during role play situations. The childminder further promotes the children's imagination through the use of books at story time.

Children's early mark-making skills are increasing, as the childminder encourages the use of pencils and crayons. During their play, children use mathematical language relating to number, shape, size and colour. They find out how things work as they use programmable toys, such as telephones and cameras. Children learn about living things as they plant and water vegetables at the local Children's Centre and observe butterflies and squirrels in the garden. They enjoy fresh air and exercise and develop control over their bodies as they climb, slide and balance on apparatus in the garden and at the park. These experiences help children to develop important skills for their future.

Children's good health is actively promoted by the childminder. For example, through the routine of the day, children learn to wash their hands and observe good cleaning routines, carried out by the childminder. Children are given healthy

snacks and meals, and they help themselves to drinking water, when they are thirsty. They experience sociable and relaxed meal times, as they sit and eat comfortably with the childminder at the picnic table in the garden. Good policies, procedures and paperwork are in place to promote children's welfare, for instance, sick child policy and accident and medication record keeping.

Children are learning about the importance of keeping themselves safe. When out and about in the community, they talk about crossing the roads safely.

Furthermore, they learn to use tools such as scissors safely and practise the fire evacuation procedure so they know what to do in the event of a fire. Children are developing a sense of right from wrong, as the childminder uses age appropriate behaviour management strategies, which are consistently applied. They take turns to use the glue sticks and catch the butterflies in the net, during a game. Children respond well to the childminder's praise for their achievements and this increases their confidence and self-esteem.

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? | 3 |
| The capacity of the provision to maintain continuous improvement | 3 |

The effectiveness of leadership and management of the early years provision

| | |
|--|---|
| The effectiveness of leadership and management of the Early Years Foundation Stage | 3 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 3 |
| The effectiveness with which the setting deploys resources | 3 |
| The effectiveness with which the setting promotes equality and diversity | 3 |
| The effectiveness of safeguarding | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 3 |
| 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 | 3 |
|--|---|

Outcomes for children in the Early Years Foundation Stage

| | |
|--|---|
| Outcomes for children in the Early Years Foundation Stage | 3 |
| The extent to which children achieve and enjoy their learning | 3 |
| 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 | 3 |
| The extent to which children develop skills for the future | 3 |

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 |
|--|-----|