

Inspection report for early years provision

Unique reference number	118008
Inspection date	26/09/2011
Inspector	Deborah Orchard
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 was registered in 1993. She lives with her husband in Hanwell in the London borough of Ealing. The ground floor of the house is used for childminding and there is a fully enclosed garden for outside play. The family has no pets. The childminder walks and drives to local schools to take and collect children.

The childminder is registered to care for a maximum of six children at any one time; of these, three may be in the early years age range. She is currently minding two children in the early years age group and four children before and after school. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. 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 satisfactory.

The childminder has sufficient understanding of the Early Years Foundation Stage and safeguards the children well. She provides opportunities for children in all areas of their learning and development but systems for planning and assessing children are not fully established to further improve outcomes. Although children lack opportunities to independently select resources the childminder recognises and supports the individual needs of children in her care. The childminder demonstrates a commitment to make continuous improvements and identifies some of her key strengths and areas for development; however, her system for self-evaluation is not sufficiently robust to identify some gaps in her provision. Strong partnerships with parents and schools children attend ensure good continuity in their care and learning.

What steps need to be taken to improve provision further?

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

- improve systems for assessing children to enable effective planning for individual steps in each child's learning
- enable children to access resources easily, so they can make choices and increase their opportunities to develop independence
- develop a robust process for self-evaluation to clearly identify strength and areas for improvement to raise the quality of care and early education.

The effectiveness of leadership and management of the early years provision

Children are robustly safeguarded as the childminder has a good understanding of her role and responsibilities regarding child protection issues. She has in place safeguarding reference materials and a suitable policy, which contains the required detail. The childminder carries out thorough risk assessments for all areas used by children and for outings. This helps her to identify and reduce any potential hazards. The required policies, procedures and documentation are in place, which help to ensure children's welfare needs are met.

Children are able to play in an environment which is kept clean. There is suitable furniture available to enable children to rest and eat comfortably. The toys are age-appropriate and meet the needs of children attending, although the storage of toys restricts children in being able to help themselves. The childminder provides an inclusive service, valuing equality and diversity and treating each child with respect. Boys and girls are able to play with available resources, avoiding any gender stereotyping. The routines are flexible to take account of children's needs. Children learn to respect differences through discussions.

Children benefit from the close and highly positive relationships the childminder forms with parents. She communicates verbally, by telephone and text to ensure continuity of care. Written feedback from parents indicates they are happy with the care their children receive. The policies and procedures are shared with parents and some information is on display. The childminder has good links with local schools where children attend; she shares information to ensure children's needs are met. She obtains information regarding the educational programmes they participate in, which she uses to help support the children in her care.

The childminder is able to identify what she does well and some areas for improvements. She has addressed the recommendations made at her previous inspection, improving outcomes for children and demonstrating her capacity to drive improvements. However, her systems for self-evaluation are not rigorous, which means she is not always able to clearly identify all the areas for development in her service.

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

Children share warm relationships with the caring childminder. They develop a strong sense of security as the childminder is affectionate and shows interest in what they say. For example, she listens as children talk about what they like doing. She provides some resources that promote diversity within the community, including dolls and a selection of books. Children behave very well as they understand what is expected of them; they take responsibility to help tidy up and learn how to be kind to each other. The childminder offers frequent praise and

encouragement, which helps develop children's self-esteem.

The childminder has some awareness of the learning and development requirements; she talks to parents and takes account of information shared from school to support the children in her care. However, planning is not sufficiently tailored to show a clear picture of the steps each child is making. Although, the childminder provides resources and activities to support children in all areas of their learning and development, resources are not easy for children to access. This means they need to ask, which hinders their ability to fully make independent choices.

Children learn how things work as they play with electronic toys and talk about using cards when they go shopping. This helps develop some skills for the future. Children enjoy looking at books; they learn to recognise different letters. They have opportunities for mark-making as they use a variety of pens and pencils. This helps support their communication, language and literacy skills. Children have opportunities to socialise with other children in the home and when they go on out. They are able to develop their imagination as they participate in role play, dressing up in different outfits.

They are developing an understanding of healthy lifestyles; they enjoy nutritious foods, which take account of their individual requirements. Children benefit from fresh air as they regularly visit local parks and play in the garden. They use wheeled toys and ball games, which help to develop their strength and coordination. Children develop good awareness of how to stay safe. They have challenges and assess and control risk as they use large apparatus in the local playgrounds. They participate in regular fire drills and understand the rules of road safety, which they use when they go out.

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	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	3
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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	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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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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