

Inspection report for early years provision

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Inspection date	30/09/2011
Inspector	Julie Biddle
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 was registered in 2001. She lives with her husband and two children in the London Borough of Hillingdon. All areas of the home are used for childminding with the exception of the main bedroom. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children of whom three may be in the early years age group. There are currently four children in the early years age range on roll; they attend on a part time basis. The childminder also cares for older children. 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 good.

Children's welfare and learning needs are promoted effectively overall. The childminder is very kind and caring towards the children and manages their behaviour well. Children are confident and sociable and readily turn to the childminder for cuddles and support. Effective partnerships with other professionals and parents promote the children's individual needs well. The childminder demonstrates a good capacity to maintain continuous improvement to her childcare service.

What steps need to be taken to improve provision further?

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

- develop systems for planning and assessment to challenge and support children.

The effectiveness of leadership and management of the early years provision

The childminder has a secure understanding of safeguarding children procedures and knows her role in protecting the children in her care. She has completed thorough records of risk assessments for both her home and outings in the community. The childminder helps children to learn about keeping themselves and others safe. For example children understand that some toys are not suitable for babies. In addition children learn about road safety when out in the community. The childminder obtains all required parental permissions. She shares all her policies and procedures with parents at the outset to ensure they are well informed about the service she provides.

The childminder has excellent partnerships with parents. Parents are informed about their children's learning and development with detailed verbal feedback at the end of each day. Furthermore the childminder sends photographs and texts during the day. This ensures parents feel fully included and very much part of their child's day and learning experiences. A settling in period means parents are able to share their children's routines, such as sleeping, eating patterns and any information that supports the childminder as the child settles. Consequently, the needs of the children are known and very effectively met. All parents are consistent in their praise of the childminder. In addition, the childminder works hard to build good partnerships with others who care for the children. Therefore, effective partnership working helps the childminder to provide consistently good care for all the children.

The childminder has arranged the resources at the children's level. This enables them to independently select their preferred resources and make informed choices about their play.

The childminder has good systems in place to self-evaluate her work and promote improvement. She for example, has attended training in this respect to promote children's well-being and learning. The childminder has developed successful partnerships with the local children's centre using their support and advice as well for the ongoing improvement of her work.

The childminder provides an inclusive learning environment where all children are treated with respect and kindness. She ensures the learning environment is available and accessible to all children meaning they all have an equal chance to learn and develop. Children's individuality is recognised and nurtured by the childminder. She knows them well and has a good knowledge of their individual needs and requirements. The childminder offers age-appropriate resources and activities suitable to each child's age and stage of development. As a result, children are suitably challenged and make good progress in their learning and development.

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

The childminder has a good knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage framework. She continually talks to children about what they are doing and makes all experiences a learning opportunity. The childminder keeps observations of the children's learning. However, the systems for the observations to be linked to planning and assessment are in their infancy and so not always used effectively. Activities include a balance of adult directed and child-led activities and the childminder responds to the interests of children. For example an interest in cars has developed children's interest in colours and numbers.

Children are developing skills for the future, including good communication skills. They talk enthusiastically as they play and enjoy opportunities to explore light and

dark as they play in tents with torches. Children enjoy good opportunities for creative play, for example, as they take their dolls for walks and play with tills and money. Children's personal, social and emotional development is developing well and they are heard to make comments, such as 'please' and 'thank you'. They learn to respect the environment as they tidy away the toys. In addition, they have made very good bonds with the childminder and gain emotional comfort as they run for hugs as they play. Children have a wonderful time as they join in with familiar stories and songs. A special story further supports children's understanding of good manners and respecting each other.

Children have good opportunities to develop physically. For example, they climb on large play equipment such as the trampoline in the garden and enjoy walks at nature reserves. The childminder successfully supports children and as a result, they know she is always there to assist them as needed. Children develop problem solving, numeracy and reasoning skills well, for instance, as they count cars and house numbers when out in the community. They also understand concepts of more and less. This is evident as they confidently decide how many more tent poles are needed as they build their tent. In addition, they piece together a range of puzzles.

Children develop their understanding of the world well, for example, as they learn about seasons and plant seeds to grow sunflowers. The children develop an understanding of their own and other cultures through visits in the local community and celebrating events that are special to the children attending. Children are learning about keeping safe, for example, when they go out within the community, they talk about how to cross the road safely. They participate in fire evacuations, which equip children with a good understanding of how to help manage their own safety. Children behave well and display a strong sense of belonging and security within the childminder's home. The childminder is a good role model who encourages the children to be respectful and polite to others. Children are learning to be healthy. For example, they know when to wash their hands and have good opportunities for fresh air and exercise. Children are content and settled because their health, physical and dietary requirements are well met. Children play independently and are becoming active, curious and inquisitive learners.

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	2
The effectiveness of the setting's engagement with parents and carers	1

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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