

Inspection report for early years provision

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Inspection date	11/10/2011
Inspector	Jennifer Devine
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 registered in 1996. She lives with her daughter aged 16 years in Isleworth, in the London borough of Hounslow. The childminder uses the ground floor of her premises and the first floor bathroom for childminding purposes. There is a secure garden for outdoor play.

The childminder is registered to care for six children at any one time; of whom, three may be the early years age range. She is currently minding five children in the early years age group, of whom some attend on a part-time basis. She also cares for four children in the later years age group before and after school. The family has one pet dog. The childminder is registered on the Early Years Register and 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 are settled and happy within the childminder's care. She shows warmth and kindness to each child. She provides a secure, stimulating environment to help them make good progress overall. The childminder has a generally good understanding of the Early Years Foundation Stage and plans an exciting range of activities and experiences. Most of the required documentation is in place. She works closely with parents to ensure she meets the unique needs of each child. The childminder identifies and addresses areas for her continuing development. This demonstrates that she has a good capacity to make improvements in the service she provides.

What steps need to be taken to improve provision further?

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

- match observations of children's play and learning to the expectations in the development matters column of the Practice Guidance for the Early Years Foundation Stage, to assess the progress children are making
- update the record of risk assessment to include any assessments of risks for outings and trips.

The effectiveness of leadership and management of the early years provision

The childminder understands the importance of safeguarding the well-being of children in her care. She is aware of the indicators of child abuse and the child protection procedures to follow if she was concerned about a child. The childminder places a strong emphasis on the children's safety within the home and

when outdoors. Written risk assessments are undertaken, which ensures hazards are identified and eliminated. The childminder maintains a daily safety checklist on the home and garden. She has a full awareness of ensuring children are kept safe when out of the home. However, she has not as yet included this in her risk assessment. The childminder maintains most records, policies and procedures required for the safe and efficient management of her provision.

The childminder organises her home and play resources well. She has use of a dedicated playroom, where children are able to choose from age appropriate toys stored at a low-level to support their increasing independence.

The childminder is beginning to self-evaluate her practices and identify some areas for improvements. She is committed to her professional development and understands why this is important for her continuous development. For example, she attends regular childminder's forums to keep up-to-date with changes.

Parents are kept well informed about their child's day through daily verbal communication. The childminder regularly meets with parents to discuss the children's progress in more depth. She regularly asks parents for verbal feedback on the service she provides.

The childminder provides an inclusive service for children and families. They are well supported, as the childminder is aware of children's likes, dislikes and routines through talking with parents before their child starts. The childminder plans trips out to several community activities, such as to toddler groups and this helps children socialize and develop an understanding of the world around them. The childminder has an awareness of the importance of embracing diversity. She has a selection of multicultural toys to promote positive images to children. She has regular contact with the local nursery school and ensures information is shared for continuity of care.

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

Children are settled and happy within the childminder's care. She shows warmth and kindness to each child and provides a secure, stimulating environment to help them grow and make good progress in their development.

The childminder has a good understanding of the Early Years Foundation Stage. She plans suitable exciting activities and experiences which meet each child's individual needs and interests. She monitors children's progress, and adds many photographs of children to their records. These show they are enjoying their learning. However, she does not clearly link her observations to the areas of learning. She identifies the next steps needed in learning to build on every child's interests and learning needs.

The childminder plans her environment to enable children to initiate their own play. Through careful observation she supports their play, bringing in challenges to

extend their learning. They have good opportunities to make decisions about their play and enjoy imaginative games with the building site and tractors. Children have developed firm relationships and play well together, sharing and communicating their ideas to each other as they play. The childminder has a good understanding of developing children's love of books. Children can access their favourite books from the low-level shelves. They have quiet times every day where they sit with the childminder, looking at books and reading stories together. Children have many opportunities for outdoor play. They go out daily for walks as they walk the dog to the local park and to school or spend time outdoors in the well-equipped garden. Children have good opportunities to develop their skills for the future, as they play with many programmable toys and enjoy practising their early writing skills as they use pencils to mark make.

The childminder takes reasonable steps to ensure children in her care remain healthy and free from cross-infection. Children do not attend if they are unwell. The childminder holds a current first aid certificate and this enables her to deal with accidents appropriately. The childminder promotes a healthy eating lifestyle. She provides home cooked foods which are nutritionally balanced and meet children's individual dietary requirements. Drinks and snacks are readily available as required. The childminder promotes good hygiene by ensuring she talks with the children about the importance of washing their hands before eating their meals and after toileting.

Children are developing their understanding of keeping safe within the home. She involves the children in regular fire practises so that they develop an understanding of evacuating the home safely. They learn about road safety when outdoors and the childminder takes every opportunity to talk to the children about crossing the roads safely. The childminder uses a motor vehicle for some trips out and is fully aware of car safety, such as having appropriately fitted car seats.

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	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

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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