

Inspection report for early years provision

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Inspection date	13/10/2011
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.

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Description of the childminding

The childminder registered in 1994. She lives with her husband and three adult children in Hillingdon, in the London borough of Hillingdon. The childminder uses the ground floor and the bathroom on the first floor for childminding purposes and there is a fully enclosed garden for outdoor play.

The childminder is registered to care for a maximum of six children at any one time, of whom three may be in the early years age range. She is currently minding two children in the early years age group and one child in the later years age group. The family have four cats, a Labrador dog and a rabbit. 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 in the childminders care. The needs of the children are well met and they are making good progress in their early development. This is due the childminders secure knowledge of providing an overall child focused, stimulating environment where she plans activities to sustain their interest and develop their early skills. Most resources are used generally well to support children's play. The childminder is enthusiastic and committed to continually monitoring and evaluating the service she provides to ensure she maintains a quality service.

What steps need to be taken to improve provision further?

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

- improve the opportunities for young babies to explore and investigate objects using a range of everyday materials; and include natural resources to support babies random mark making skills.

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 and is aware of the child protection procedures to follow if she was concerned about a child. The childminder places a strong emphasis on children's safety within the home and when outdoors. Comprehensive risk assessments are undertaken on the home, garden and for outings, which ensure hazards are identified and minimised.

The childminder maintains all records, policies and procedures required for the safe

and efficient management of her provision. The childminder is committed to her professional development and has developed the self-evaluation process to help her identify areas for continuous improvements. She recognises the importance of continually developing her knowledge and skills through attending relevant training courses and attends childminding forums to keep up-to-date with current changes.

Play resources are clean and safe. Toys and play materials are stored in the conservatory and are accessible for children to choose their play from the various storage boxes. There is sufficient space available to allow children to investigate their surroundings in comfort.

Partnership with parents is well promoted. They are kept well informed about their child's day through the use of a daily diary and verbal communication. The childminder shares her developmental records with parents to enable them to become fully involved in their child's learning and regularly asks parents for verbal feedback on the service she provides. The childminder has regular contact with the local nursery and primary school and ensures information is shared for continuity of care.

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 and has plans activities throughout the year which helps children gain an awareness and value differences.

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

Children are cared for in a loving and caring environment where they feel secure to explore their surroundings. They have built up trusting relationships with the childminder and approach her for reassurance and cuddles. As a result, children are happy, feel safe and are making good progress in their development.

The childminder has developed a good, secure knowledge of the Early Years Foundation Stage and has effective methods in place for observing and assessing children's development. She has made links in her observations to the six areas of learning and identifies each child's next steps for learning. She is particularly aware of the importance of observing children in the settling-in process and makes comprehensive notes during this time to support her in getting to know the uniqueness of each child.

Young babies' needs are well met as the childminder provides a loving and caring environment and as a result they develop their confidence to explore their surroundings. The childminder sits with the babies and encourages them to explore and develop their inquisitive minds. She is aware of supporting their

physical development and provides a safe environment for them to sit unaided but with cushioning around and encourages them to reach out and explore the variety of toys. They are intrigued when they find the musical toys and babble in delight as they push the spinning toy round. Babies enjoy investigating a range of toys however; the childminder has not as yet considered providing more everyday objects to fully support their emerging exploration for heuristic play.

The childminder plans many creative activities for the pre-school and school age children to develop their imagination, creative thinking and support their writing skills. However she has not included these types of activities for young babies to randomly make marks and develop their very early skills of writing. Children's skills for the future are supported as the childminder is knowledgeable about the importance of developing children's love of books and young babies show interest and skill in how to look at them. They thoroughly enjoy looking at baby sound books and babble away as they explore these. Babies have good opportunities to develop their physical skills as they have space to move, roll, stretch and explore their environment. The childminder has equipment to support their physical skills such as an activity table and they thoroughly enjoy spending time supported in these play devices. Children's behaviour is appropriate for their age and the childminder has effective strategies in place by offering lots of praise to them to promote their self-esteem. The childminder makes effective use of her resources to distract babies' short attention span.

Children go out every day for fresh air when they go for walks to local parks. The childminder plans to introduce the babies to group activities such as visiting toddler groups once they are fully settled and ready to extend their social skills. Children's individual dietary needs are well known by the childminder. Currently parents provide their children's lunches and the childminder ensures they stored and reheated appropriately. Young babies are offered a drink of water as required and snuggle up with the childminder to drink their bottle, feeling secure and content with her. Personal hygiene routines are well established to support children in developing their understanding of the importance of good hand washing.

Children are developing their understanding of keeping safe when outdoors as the childminder talks to them about crossing the roads safely. Young children are safely harnessed into the pushchair or strapped securely in the car seat if out in the car. Children demonstrate that they feel secure and safe in the childminders care as they are relaxed and content as they lie down in their pushchair for a rest and fall off to sleep as the childminder gently rocks them. Children take part in fire evacuation practices which helps them understand about leaving the home quickly and safely.

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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