

Inspection report for early years provision

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Inspection date	31/10/2011
Inspector	Katie Dempster
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 1999. She lives with her husband and adult son in Perivale the London borough of Ealing. The whole 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. She attends the local parent/toddler group.

The childminder is registered to care for a maximum of four children at any one time, of these three may be in the early years age range. She is currently minding one child under five and one child over five 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 overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, secure and cared for in a warm and welcoming family home. The childminder spends quality time with the children and supports their learning and development effectively. Overall, she uses the Early Years Foundation Stage framework well to monitor children's progress toward the early learning goals. Self-evaluation enables the childminder to identify strengths and areas for ongoing development, demonstrating a strong commitment to continuous improvement. Partnerships are a key strength which successfully and wholly promotes children's learning, development and welfare.

What steps need to be taken to improve provision further?

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

- improve further the observations and assessments to link future planning more closely to the early learning goals
- improve opportunities for children to enjoy plenty of space and time to play outdoors by ensuring the risk assessment covers anything with which a child may come into contact, with specific regard to the garden.

The effectiveness of leadership and management of the early years provision

The childminder has a firm understanding of safeguarding children and the procedure to follow should she have any concerns about a child in her care. She has a written policy in place and the most up-to-date related literature to support her in her role. A thorough risk assessment has been devised for the childminder's

home as well as additional assessments for regular local outings and venues. This ensures children stay safe when playing away from the home. The garden is not currently safe for children to use. The childminder is aware of this and is able to identify all hazards that pose risks to children, and therefore does not currently use her outdoor space. However, this limits children's opportunities to access more immediate outdoor play. The childminder has all the necessary fire detection and equipment as well as a fire evacuation map and procedure on display. She practises the evacuation procedure with the children and uses these opportunities to discuss safety with the child.

The childminder arranges her home and play resources well, enabling children to make choices freely. The childminder offers an inclusive service and welcomes all children into her care. The childminder has an excellent knowledge and understanding of caring for children with additional needs. She is aware of the importance of adapting the environment and activities to meet the specific needs of the children where necessary. The childminder also recognises the importance of working closely with parents and other professionals involved in the care of individual children. The childminder takes a leading role in establishing highly effective working relationships. For example, opening lines of clear communication to ensure children receive the appropriate support for their development, outside of her care. Parents are given detailed feedback and the childminder also discusses any observations she has made of the children and what their next steps are.

Children engage in many activities to support their understanding of diversity and difference. They make Diwali patterns and learn about the festival of lights and enjoy making a collage of different Indian fashion. In addition, the childminder adapts activities and planning so that all of the children can take part regardless of their age or ability. Effective self-evaluation results in the childminder driving improvement and making positive changes as she accurately identifies her strengths and areas for development. She has made improvements to children's health awareness as well as making risk assessments more robust. This demonstrates the childminder's capacity to maintain continuous improvement.

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

Children learn about and adopt healthy habits. They engage in activities to support their learning in fun and creative ways, for example, learning about oral health as they make toothbrush and tooth collages. The childminder takes opportunities during these activities to engage children's learning and understanding in other areas also. For example, during a fruit salad making activity, children learn about the benefits of a healthy diet as well as remaining safe through handling tools safely while they cut the fruit. Furthermore, their vocabulary and language skills are extended as they describe the appearance, texture and smells of the different fruits.

Children have regular access to activities that support their physical development. They enjoy soft play centres, trips to local parks and large play equipment at the

toddler groups they attend. At the childminder's home, children have access to role play resources, arts and crafts and musical instruments to engage their creativity. The use of building blocks, shape sorters and number games supports their problem solving, reasoning and numeracy skills. The childminder is skilful in consolidating children's learning. For example, they enjoy hunting for bugs, learning about the different types of insects and drawing them in their activity books. This encourages children's knowledge across several areas of learning. Children also enjoy wider learning experiences which stimulate and engage their curiosity and interest. For example, a trip to a local bakery enables children a unique insight into how bread is made, the equipment used and safety precautions the bakers must follow.

Children have a warm rapport with the childminder, enjoying lots of cuddles and affection. They laugh and attempt to communicate as they smile and gurgle at the childminder singing. They have built trusting relationships, which is evident through the signs of security they display. All children make good progress in their learning and development as a result of the effective systems in place of observation and assessment. The childminder knows the children very well and uses their interests and stages in development to plan activities for their different age groups. The childminder is yet to develop this system to fully link future planning to the early learning goals.

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	1
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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