

## Inspection report for early years provision

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<b>Unique reference number</b>	139019
<b>Inspection date</b>	01/11/2011
<b>Inspector</b>	ISP Inspection

<b>Type of setting</b>	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 1989. She lives with her husband and one child aged 16 years, in Hayes in the London Borough of Hillingdon. The whole of the ground floor of the childminder's home is available for childminding and there is a fully enclosed garden available for outdoor play. The childminder is registered to care for a maximum of six children at any one time. Of these, three children may be in the early years age group. The childminder is currently minding four children, three of whom are in the early years age range. The childminder is registered on the Early Years Register and both the compulsory and voluntary part of the Childcare Register. The childminder walks to the local schools and facilities. She takes children to the local library and park. The family has a dog and a cat.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

Overall children are happy, settled and develop secure bonds with the childminder who provides a homely, inclusive environment. They make sound progress in their learning overall; however, they experience fewer opportunities to learn about diversity or engage in adult-led and play experiences. The childminder shows sufficient capacity to maintain improvement, although systems for self-evaluation, observation, assessment and planning are still developing. The childminder safeguards children soundly overall, although evacuation drills are not recorded. Partnerships with parents and other settings children attend help to support continuity in children's care and learning.

## **What steps need to be taken to improve provision further?**

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

- develop the process of self-evaluation by including the views of the parents to help identify areas of the provision that require further development
- record the details in a fire log book of any problems encountered when practising the evacuation drill and how they were resolved
- develop further the use of observation and assessment to identify leaning priorities to plan relevant and motivating learning experiences for each child
- extend the range of adult-led play-based activities to further promote children's learning and provide more experiences and resources to help children to develop a positive awareness of diversity

## **The effectiveness of leadership and management of the early years provision**

The childminder has a sufficient understanding of how to help protect and safeguard the children in her care. Risk assessments are undertaken on the premises, and the childminder has identified the risks in relation to the outings undertaken. Children take part in fire evacuation practices; however, the childminder does not maintain a record of these events. There are some policies and procedures in place, which are shared with parents when they place their child in her care. A range of consent forms are signed by parents and carers, which help to promote children's welfare.

The childminder has made a start to the process of self-evaluation and identifying the strengths and weaknesses of the provision. However, she does not yet seek parents' views on the service provided to identify further areas for improvement. The childminder keeps up to date with current early years practices by attending the local childminder support group. She seeks advice from the development worker and information about training. Consequently, she demonstrates a positive attitude towards improving her service to benefit the children.

The childminder supports children in their learning by taking part in their play if appropriate and modelling language for very young children. Resources are used to promote learning. For example, as children build with plastic cups the childminder counts, demonstrating mathematical language to very young children. The play area is welcoming and low-level storage enables children to self-select the toys they wish to play with. The accommodation is clean and tidy and is organised to ensure there is space for children to move around and play freely.

Equality and diversity practices are soundly promoted overall. The childminder has found out about children's individual needs, including health and dietary needs, likes and dislikes, through discussion with the parents and carers. The childminder is very much aware of the children's individual needs and home lives. She uses this information to fully support the children in her care. Children have some opportunities to learn about valuing differences between people within the community. However, there are fewer opportunities for children to develop their awareness through the toys and resources provided.

The childminder has a generally positive relationship with the parents and carers, ensuring each child's needs are met. There are suitable methods for communicating with parents and carers, including verbal discussions and text messages particularly in the early days of a child being cared for. The childminder uses information leaflets from the children's centre, to share with parents. These help to keep them informed of developmental issues and services to which they may be entitled. The childminder supports the family by attending school events to support the children, if the parents or carers are unable to attend. Parents comment that a homely atmosphere is provided for their children who love going to the childminder and they are confident in the care she provides. The childminder is in the early stages of working in partnerships with other settings,

and uses information gained from other professionals to support children in their learning.

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

The childminder has a suitable knowledge of the Early Years Foundation Stage overall. She has begun to undertake observations on the children and has identified the next steps for learning. However, these are not yet used to fully influence the planning of challenging activities for individual children. There are regular opportunities for child-initiated activities and the childminder builds on some of the children's interests and current skills. However, there are fewer adult-led activities with clear learning intentions. As a result, children's learning is not always fully promoted.

Children's skills relating to information and communication technology are soundly promoted. For example, they use battery-operated toys where they press one button to make a figure move. They enjoy exploring books and visit the library to take part in music and rhymes. These activities promote their early communication, language and literacy skills. Children are becoming familiar with mathematical concepts, for instance, as they use the clock in the park to learn the time. Overall, the range of experiences provided help to promote the skills children require when they move on to school.

Children are developing a sense of security and belonging, because the childminder provides a warm and welcoming environment. Very young children demonstrate this through their body language, for example as they snuggle into the childminder. They are learning to understand boundaries that are in place to keep them safe. For example, when they are on outings the childminder ensures that very young children are strapped into their buggies and older children stay close to where they can see her. This helps them to develop a sound awareness of personal safety.

Children are learning about enjoying healthy lifestyles. They are provided with food prepared by their parents and the childminder encourages them to have regular drinks throughout the day. Children engage in a range of physical activities. For example, they visit the local park where there is a range of fixed equipment and walk to and from school. As a result, their physical skills and sense of well-being are promoted.

Children are developing their confidence and building strong relationships within the setting. They enjoy bringing items in from home to talk about and enjoy telling their parents and carers what they have been doing. Children are well behaved, and the childminder acts as a positive role model, encouraging good manners and respect for one another. Children have the opportunity to mix with other children of a similar age when they attend local groups, which enables them to have access

to a wider range of toys and equipment and mix with other children of a similar age.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met