

Inspection report for early years provision

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Inspection date	10/11/2011
Inspector	Jacqueline Walter
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 2006. She lives with her husband, two adult children and two children aged 15 and six years. They live in Cranford in the London borough of Hounslow and are close to shops, parks and transportation links. The whole of the ground floor of the childminders house and a summer house are used for childminding. There is an enclosed, rear garden for outdoor play. The family has a dog as a family pet.

The childminder is registered to care for a maximum of three children under eight years at any one time; of these, no more than three may be in the early years age range. She is currently minding one child in this age group. She also offers care to children aged over five years to 11 years. The childminder cares for children who speak English as an additional language. This provision is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Generally, children's welfare needs are satisfactorily promoted. However, as risk assessment is not conducted on each type of trip, children are at risk when on outings. Overall, good interaction and knowledge of each child's learning needs and an effectively organised learning environment ensure that the childminder promotes children's learning well. Assessment and planning systems support the childminder in providing a wide range of stimulating experiences, though limited resources and activities reflect disability. Partnerships with parents and other agencies are good so children's learning needs are met well, although views of family members are not given full consideration. The suitable self-evaluation systems in place and actions taken demonstrate a sound commitment to continuous improvement in the setting.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure risk assessments are conducted for each type of outing, and reviewed before embarking (Safeguarding and welfare)

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

- develop further the assessment system in order to identify at what stage children at, monitor their progress and identifying any gaps in their learning
- provide opportunities for children to develop positive attitudes to diversity and difference, with particular attention to disability
- develop further the systems to evaluate and improve the setting, with particular reference to taking account of the views and opinions of the users of the setting.

The effectiveness of leadership and management of the early years provision

The childminder has an appropriate awareness of child protection and a satisfactory knowledge of the procedures to follow when concerns are raised. She checks the suitability of all adults in her setting and required documentation is held. Children's physical safety within the premises is promoted soundly. For example, daily checks on the premises are conducted and recorded. The childminder takes some actions to protect children from risks when on outings, for example, by carrying contact numbers and a first aid kit with her. However, she does not conduct a risk assessment for each type of trip. As a result, safety is not suitably reviewed before embarking on each specific outing. In the home, the childminder provides an effectively organised learning environment that is child friendly and promotes independence well. Space and resources are organised safely to allow children to choose activities themselves and to direct their own play. For example, they choose a cosy, cushioned area to read their books. The partnership with parents is good overall. Information on the setting and about the children is shared effectively. For example, children's development is shared daily through the use of note books and parents have access to their development files at any time. In addition, parents are given an option to receive copies of all the policies and procedures, once these are read. Parents are actively involved in their children's learning. For example, they bring in food from their own cultures for children to try. Partnerships with other agencies are good, which in turn effectively support children's learning. For example, the childminder uses the local children's centre to access toddler clubs and singing and communication sessions. Through discussion, the childminder also demonstrates an appropriate understanding of inclusion and supporting the needs of children speaking English as an additional language. However, children are unable to fully develop positive attitudes to diversity and difference as a result of limited resources and activities that reflect disabilities.

The self-evaluation and resulting steps taken to promote improvement are sound. The childminder demonstrates a suitable commitment to improving the quality of her setting. For example, she has evaluated her own knowledge, understanding and skills and completed additional courses in behaviour management, learning journals, self-evaluation and tracking. In addition, she has welcomed and implemented ideas from her local children's centre, as well as beginning to evaluate her own planning. Positive steps have then been taken to facilitate and

implement her learning. For example, she has introduced individual development files for children; she has innovative ideas, such as an additional resources box to use to promote story telling, and has obtained additional resources, such as smaller flags. These have resulted in children's learning in both communication and physical skills being successfully enhanced. Although parents have been asked about their opinions and views on the provision, the childminder has not yet fully explored their ideas on how her setting can be improved.

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

Children enjoy their learning. The childminder has a caring, friendly relationship with children and supports their development well. She interacts well with children, getting down on the floor and participating in their activities to make these fun. Children's communication, language and literacy are promoted well through good use of additional equipment, such as large puppets and tea pots. Use of a nursery rhyme compact disc encourages children to focus, participate and really enjoy their learning. The childminder plans and provides a wide selection of stimulating resources and activities in most areas of learning that suit the ages of children. For example, children are able to develop their knowledge and understanding of the world through many first-hand experiences, such as visiting the library and local, urban farm. They also go on walks and collect fallen leaves to make collages. Children are developing a strong sense of belonging. They are able to make many choices. For example, they make decisions about when they eat and drink. They are also able to choose their activities by showing the childminder what they want to access these from a large cupboard.

Information from observation and assessment is used well, overall. The childminder appropriately finds out starting points through discussion with parents and completion of registration forms. She regularly conducts written observations on children, which are linked to the areas of learning. These note what children can do, as well as their next steps in development. The childminder then uses this information to plan activities. As a result, each child's interests and learning needs are taken account of and promoted well in relation to their starting points and capabilities. However, there is no effective system in place to show at what stage children are at, if they are progressing or if there are any gaps in their learning.

The childminder values the children to ensure that they are all included and respected. For example, children take turns in selecting resources to use in the planned activities. Young children develop suitable knowledge on how to keep themselves safe. For example, they engage in role play using small world equipment to explore the dangers of fire. In addition, they regularly practise the emergency evacuation procedure and use sensible procedures regarding road safety. Children are active and regularly enjoy fresh air and exercise, for example, in dancing sessions at a children's centre. Their health is promoted well. For example, a sickness policy is implemented well and the children adopt good personal hygiene routines, such as cleaning their hands before meals. They also

develop an appropriate understanding of benefits of healthy eating through experiences, such as visiting local shops to see fresh fruits and vegetables. They are effectively encouraged to develop habits and behaviour appropriate to good learners, their own needs and those of others. The childminder uses good strategies appropriate for ages and abilities of children. For example, she uses distraction with younger children and lots of praise and encouragement. As a result, young children behave well and some are beginning to show a good awareness of responsibility. For example, they sometimes put toys back into their storage place without adult intervention.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	4
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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