

## Inspection report for early years provision

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<b>Unique reference number</b>	EY407215
<b>Inspection date</b>	17/11/2011
<b>Inspector</b>	Jennifer Devine
<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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 2010. She lives with her husband, and parents-in-law in Hounslow, Middlesex, in the London borough of Hounslow. The living room and dining room on the ground floor and bedrooms on the first and second floor of the childminder's home are used for childminding. There is an enclosed garden for outdoor play. The childminder is registered to care for a maximum of six children, of whom three may be in the early years age range at any one time. She is currently minding one child in the early years age group and two children in the later years age group after school. The childminder is registered to provide overnight care for two children. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She holds an appropriate Level 3 qualification.

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

Overall the quality of the provision is satisfactory.

Children benefit from the warm and affectionate care that the childminder provides. This enables children to feel secure, to explore their surroundings and to make steady progress in their development. The childminder checks that children's overall safety is maintained and keeps the required risk assessment records so that arrangements to reduce hazards are satisfactorily reviewed. The childminder has sound relationships with parents and shares information on a daily basis to keep them informed. The childminder recognises areas to develop, including her indoor and outdoor resources and observations to support her in identifying children's development. This demonstrates that she has sound 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:

- extend the range of indoor and outdoor resources to support each child's individual needs and interests
- match observations of children's play and learning to the expectations in the Practice Guidance for the Early Years Foundation Stage to assess the progress children are making.

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

Children's welfare is suitably safeguarded as the childminder understands her role and responsibilities with regard to child protection. She has clear procedures in place to report any concerns. The childminder checks that her home is safe by

undertaking daily risk assessments of the environment and is aware of safety when outdoors. All required documentation for the children is in place and a clear attendance register is maintained daily. The childminder has recording systems in place if accidents occur or if medication is required.

There are adequate play resources available which are clean and safe. Toys and play materials are accessible for children to choose for their play. There is sufficient space available to allow children to investigate their surroundings in comfort. The childminder is committed to her professional development and has begun to develop the self-evaluation process to support her continuous development. She has completed the Diploma in Home Based Childcare and other relevant courses. She recognises that she needs to build up her resources and is intending to enrol on further training to help her develop her planning and observation skills further.

Overall, the childminder provides an inclusive provision for children and parents. Children are soundly supported as the childminder is aware of their individual needs and interests. The childminder is aware of providing resources, such as books, to enable children to experience positive images of diversity. Daily verbal communication keeps parents informed about their child's day and they can view their child's observational records at any time. The childminder has a sound awareness of working in partnerships with others. As a result, she communicates with the teacher at the local school to satisfactorily ensure continuity of children's care and learning.

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

Children are cared for in a loving and caring environment in which they feel secure to investigate their surroundings. The childminder has built up sound relationships with children, who are settled and approach her for reassurance and support when they arrive home after school.

The childminder has developed a sound understanding of the Early Years Foundation Stage framework and has satisfactory methods in place for observing children's development. However, she has not made links in her observations to the six areas of learning to support her in clearly identifying each child's next steps for learning.

The childminder plans activities around the children's interests, which are flexible and dependant on their needs after school. For example, children thoroughly enjoy playing with dough and make some intricate models together with the childminder. They enjoy making dough figures and develop their imagination as they give their figures names. The childminder is suitably aware of developing children's communication and literacy. She talks to them, asking questions to make them think and developing their counting and problem solving skills as they play. Children are developing their mark making skills as they enjoy drawing activities and are beginning to recognise letters as they investigate the magnetic letters and

spell out their own names. Children's behaviour is appropriate for their age and the childminder has suitable strategies in place by offering lots of praise to them to promote their self-esteem.

The childminder takes reasonable steps to ensure children remain healthy and free from cross infection. She holds a current first aid certificate and this enables her to deal with accidents appropriately. The childminder suitably promotes healthy eating lifestyles. Currently, children are provided with a snack of various fruit after school and drinks are readily available. The childminder promotes children's sound understanding of hygiene by talking with them about the importance of washing their hands before eating their meals. Although children have daily exercise and fresh air as they walk to and from school, there is less emphasis placed on using the garden for outdoor play.

Children are soundly developing their understanding of keeping safe within the home. The childminder involves the children in regular fire practices so that they develop an understanding of evacuating the home safely. They learn about road safety when outdoors and the childminder talks about road safety and always crosses roads at safe points when out walking. Children demonstrate that they feel secure and safe in the childminders care as they become absorbed in their play. They smile and laugh with the childminder and are confident to play in the home environment.

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