

Inspection report for early years provision

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Inspection date	17/11/2011
Inspector	Jill Steer
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 2003. She lives with her two children, aged 11 and 13 years, in Hounslow, close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age group. She is currently minding five children in this age group. She also offers care to children aged over five years to 11 years. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and attends toddler groups on a regular basis. She is a member of an approved childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder offers a secure, well organised and very inclusive service that supports children's welfare and learning needs well. Excellent partnerships are fostered with the children's parents, which help to ensure consistent care is provided that meets the children's individual needs. Observations and planning ensure that children mostly make good progress in their learning, given their age, ability and starting points. The childminder has a positive attitude towards developing her practice and takes appropriate steps to identify and improve the quality of the service she offers.

What steps need to be taken to improve provision further?

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

- record individual achievements which reflect significant progress for every child and plan the next steps to meet their development and learning needs.

The effectiveness of leadership and management of the early years provision

Children's welfare is promoted and safeguarded well through effective policies and procedures. The childminder clearly understands the child protection procedure and knows what to do should she have concerns about a child in her care. Detailed written risk assessments and daily visual checks are conducted to identify and minimise hazards to ensure the home, garden and outings are safe for children. As

a result, can children feel safe and confident. The childminder is suitably experienced and qualified to care for children and has a good understanding of how children learn. She provides a stimulating environment where children can play and learn, proud to see their work displayed on the walls. The childminder evaluates her practice and asks the parents for their views. They all speak highly of her and confidently leave their children in her care knowing they will be treated with respect and as individuals. The childminder is aware of her weaknesses and works hard to continuously improve. She readily addresses recommendations made at inspection to bring about improvements. The childminder has developed extremely good partnerships with the parents. She shares information every day verbally, in writing and through text messaging. The childminder works very closely with all parents to make sure she knows their children and how to meet their individual needs. She positively supports any additional care needs they may have and cooperates with other professionals to support the children's development.

All the space in the childminders home is well organised so all children have sufficient space to move around freely and play. Resources are of good quality and suitable for the children playing with them. All children are clearly happy and thrive as a result of the childminder's care and they make good progress in their learning and development. The childminder actively helps children learn to value different aspects of their own and other people's lives. She prioritises treating everyone as an individual, working with each child's personality to bring out the best in them. The childminder has an extremely positive attitude to promoting equality and diversity. She provides images and resources which she discusses with the children to truly raise their awareness of difference. Therefore, from an early age the children demonstrate tolerance and understanding of others.

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

Children greatly enjoy their time with the childminder and have developed fond relationships with her. They settle happily to their chosen activity in her cosy and welcoming home. Children's independence is encouraged as they have access to a good range of toys and games that are age-appropriate and the childminder regularly asks them to choose what they would like to play with. Children involve the childminder in discussion and activities, demonstrating that trusting relationships have been formed. She gives them continual praise which increases their self esteem and confidence as well as providing them with a positive role model for respectful behaviour. Each child has a development record with observations and photos recorded of the activities they have enjoyed. However, this is not sufficiently personalised to show each child's achievements and identify their own next steps in their learning and development. Children enthusiastically select books for the childminder to read. They all sit together and enjoy listening to the stories which the childminder often relates to the children and their lives to help their understanding. They consider their own emotions as the childminder invites the children to think about what makes them angry or sad like the character

in the book. They visit the local library regularly to hear stories read and select more to take home.

Many other outings are included in the planning for children to extend their learning experiences and enjoy fresh air and exercise. The younger children sleep soundly in the fresh garden air whenever the weather is suitable. Outings provide a good opportunity for children to learn about keeping themselves safe. They walk together holding hands and know they can run ahead when they get to the park, but not around corners where the childminder cannot see them. The childminder makes sure the children all have suitable clothing so they can happily go out just to splash in puddles. Each child enjoys freshly prepared food which is suitable for their individual preference and dietary needs. They sit at the table together and learn to understand about differences between people as they accept that not everyone can eat the same food. Children develop good hygiene habits as they wash their hands after using the toilet or wiping their noses.

Children play well together, even the youngest children sharing and taking turns under the gentle supervision of the childminder. They confidently select their own toys and activity but keep a watchful eye on what the others are doing, smiling contentedly at their game. Children are well supervised by the childminder who is adept at knowing when to intervene and when to offer support. For example she spends a long time helping children learn to safely negotiate getting up and down the step.

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	1
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	1

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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