

Inspection report for early years provision

Unique reference number	138338
Inspection date	22/11/2011
Inspector	Maria Conroy
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 registered in 1998. She lives with her husband and two adult children, in the London borough of Hillingdon. The ground floor is used for childminding and the toilet facilities are upstairs. There is a garden for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children under eight years at any one time, three may be in the early years age range. The childminder is currently caring for four children in the early years age range, who attend on a part time basis.

The childminder attends local toddler groups and takes children on local outings.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall children are happy and settled, documentation, policies and procedures are generally well maintained and effective to protect and safeguard children. Children make good progress towards the early learning goals as the childminder generally plans a good range of activities to support their development. The childminder has begun to undertake the process of self evaluation and has started to identify some areas for further development. All recommendations from the last inspection have been addressed, therefore, the childminder demonstrates a good capacity to maintain improvements. Partnership with parents and other providers are positive which results in children's needs being successfully met.

What steps need to be taken to improve provision further?

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

- maintain a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) 29/11/2011

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

- further develop the process of observations to help plan 'what next' for individual children using the practice guidance for support to provide activities that are tailored to way individual children learn
- develop the process of reflective practice and self evaluation further to

identify strengths and specific targets for development .

The effectiveness of leadership and management of the early years provision

The childminder has a clear understanding of the steps to be taken should she have to make a child protection referral. She checks for dangers in the home as part of the risk assessment, and takes steps to eliminate those, helping the children to keep safe. Although the risk assessment does not contain details of the date they were undertaken the date of any reviews and by whom they were undertaken. This is a legal requirement. Consent forms are signed by parents to agree to procedures, such as for seeking emergency medical treatment or advice, which ensures that children are protected and parents are informed.

The childminder has begun to complete the self evaluation process, however this is very much in the early stages and as a result not all specific areas for development are clearly identified. The childminder seeks the views of parents and receives feedback from children on the activities she provides. The childminder has attended some training courses since her last inspection, which have helped update her skills and knowledge. She demonstrates a sound capacity to make ongoing improvements.

The spaces used by the children are well organised to ensure that children can play, rest and eat their meals comfortably. The environment is welcoming and attractive there are posters displayed around the area, including art and craft work completed by the children. A large extension provides space for children to ride bikes', and take part in other physical activities throughout the year. The childminder is skilled in asking the children open ended questions, during the activities provided, which supports children in thinking for themselves.

The childminder has a good knowledge of children's individual needs; she is familiar with most of the families, as she has previously cared for older siblings. Children who have English as an additional language are supported through the use of key words, which are obtained from parents. This enables children to be understood by the childminder and have their needs met. The children have the opportunity to take part in a range of activities both in the home and through local outings that help them learn about different festivals throughout the year, for example they make cards for Diwali.

The childminder has a positive relationship with parents, ensuring each child's needs are met. Documentation is displayed on the wall, so parents can clearly see the training the childminder has attended and the conditions of registration. Other documentation is readily available and includes policies and procedures. Parents are kept well informed about their children's achievement, well-being and development, through means of regular face to face contact and by sharing observations and summary reports. Parents are very happy with the childminder, they comment, the childminder has provided my children with the upmost care and attention, this in turn has help them become well adapted children when starting school and nursery. I believe she is an exemplary childminder and would not be

able to combine work and motherhood at such a happy balance without her support. The childminder has begun to work in partnerships with other settings who provide the Early Years Foundation Stage and uses information obtained to influence planning activities.

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

The childminder has a good knowledge of the learning and development and welfare requirements which promotes children's learning and well-being. The policies and procedures in place are implemented well to help ensure that children are protected and well supported. The childminder has a well established system in place for observation, which she uses to help her plan activities to promote the six areas of learning. Although on occasions the next steps identified do not clearly influence planning to support the way in which individual children learn.

Children's language and literacy skills are continually promoted as they listen to stories and see a variety of written information such as posters, letters, notices, numbers and words. They are encouraged to count towers of bricks they have built, they identify numbers on flash cards and confidently complete shape sorter puzzles, all of which promotes their understanding of mathematical concepts. Children have the opportunity to use computers when they attend the local toddler groups, all of which promote the skills they need when they move onto school.

Children are very secure and develop a sense of belonging due to the effective routines in place. Children are learning to keep themselves safe when they use tools such as scissors for cutting and are supervised as they use a knife to butter the bread for their sandwich. They take part in regular fire drills which enable them to learn how to vacate the building in the event of a fire.

Most children show good awareness about what constitutes a healthy lifestyle. They adopt good personal hygiene routines, for example they are familiar with daily routines of washing their hands when they come back from nursery. They are provided with the food supplied by their parents and have healthy snacks throughout the day and there are pictures of healthy fruit and vegetables displayed around the room. Children have regular opportunities to take part in physical activities, both indoors and out, increasing their understanding about the importance of regular exercise as part of maintaining a healthy lifestyle. They enjoy riding bikes, climbing in the soft play area and using equipment in the local park.

Children settle well and gain confidence quickly and this enables them to investigate, explore and build relationships with adults and other children. Children are learning to take turns and share and they are considerate to one another. They attend local groups where they have the opportunity to mix with a variety of children of a similar age. Children's behaviour is good and children are beginning to show a good awareness of responsibility within the setting, for example as they tidy up when they have completed a puzzle.

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	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	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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