

Inspection report for early years provision

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Inspection date	23/11/2011
Inspector	Kim Mundy
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 partner, adult and young child in Bedfont in Middlesex. Children have access to a through lounge and a bathroom. A bedroom is used for sleeping purposes only. There is an enclosed garden available for outside play. The childminder walks and drives to local schools to take and collect children and she attends the local pre-school groups. The childminder is registered to care for a maximum of six children at any one time, of these, three may be in the early years age group. She is currently minding two children in this age group. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy and are having fun as they learn through play. Strong partnerships with parents and others mean that children's individual needs are met effectively. Overall, children's safety is promoted well and they are adopting healthy lifestyles. In the main, the childminder successfully identifies strengths and weaknesses in her practice, and demonstrates a good capacity to maintain continuous improvement. Children clearly enjoy the time they spend with the childminder who is very kind and caring.

What steps need to be taken to improve provision further?

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

- develop further self-evaluation to include the views of the children and parents
- keep a record of the fire evacuation drills to ensure all children are involved

The effectiveness of leadership and management of the early years provision

Children are safeguarded because the childminder knows the procedures to follow should she have any child protection concerns. In addition, adults in the home have suitability checks to further protect children. Effective risk assessments are undertaken so that children are able to play and explore in safe environments both in and outdoors. The attractive and secure garden and home are set up with a good range of quality toys and resources, which entice children to play. There is ample space in which children can freely explore and investigate during their play.

The childminder uses the Ofsted self-evaluation form as the basis of an ongoing

review of her childminding service. However, parents and children are not involved in this process to further promote children's outcomes. The childminder keeps abreast of child care issues by attending the local Children's Centre and using the internet. She demonstrates a good capacity to improve.

Equality and diversity are effectively promoted. The childminder knows the children very well and tailors their support to fit their needs. Boys and girls achieve equally well because activities are designed to appeal to their different interests. There is a range of multicultural toys and resources to help children to develop an understanding of difference. As a result, they are developing respect for, and insight into, cultural diversity.

The childminder has strong and trusting relationships with parents and carers. Children are happy because their parents share information about their individual needs and interests at the start of childminding arrangements. Each child has a 'special book', which clearly identifies what they are learning and how they are progressing towards the early learning goals. This also includes photos of children during their play and samples of their art work.

The childminder makes effective links with others involved in the children's lives to provide continuity in their care and learning. For example, school teachers and practitioners at the local Children's Centre. The childminder organises all of her documentation methodically and has compiled clear written policies and procedures, which are shared with parents and underpin her good childminding service.

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

Children gain a good understanding of how to keep fit and healthy by taking part in physical activities on a daily basis. They develop control over their bodies as they dance to music, climb, slide and balance on apparatus in the childminder's garden and at the park. Good hygiene routines are carried out, for example, children wash their hands and use disposable paper towels during the routine of the day. The childminder ensures that suitable procedures are followed when children are on medication or are unwell.

Children learn about keeping safe as they the cross roads safely and practice the fire drill. Although a record of fire evacuations is not kept to ensure every child is involved. The childminder's encouragement and praise helps children to develop confidence and self-esteem. Children form close relationships with the childminder, her family and each other.

The childminder has a good knowledge and understanding of the Early Years Foundation Stage and she plans exciting activities for the children. Her systems for planning, assessing and identifying children's future learning targets are securely in place. Her observations link significantly to the early learning goal outcomes. Therefore, children are making good progress in their learning and development.

Children have fun as they develop good skills for the future. They practise their early mark-making as they make patterns with their fingers in sand, coco pops, gloop, and shaving foam. In addition, they use pencils, crayons and chalks. Children develop a keen interest in books as they listen to many stories and visit the library. The childminder helps children to act out stories and develop their imagination by providing props such as dressing up clothes, wigs and different size chairs.

Children are developing good problem-solving skills as they build with various construction toys, fit puzzles together, name numbers, colours and shapes. When playing together, the children line up the cars and tell each other the colours and they play hide and seek taking it in turns to count. They are finding out how things work as they use rolling pins and dough cutters. Children investigate programmable toys, such as cash tills, telephones, and the microphone. They are learning about their local community and broaden their experiences through visits to the park, library, and children's centre. They enjoy planting bulbs and observing animals at the farm. Children participate in many festival celebrations, for instance, Chinese New Year, Easter and Diwali.

Children are being creative and imaginative as they join in many activities, such as baking, sticking and painting. They are particularly fond of make-believe play as they turn out toy boxes to find the eye patch and become a pirate. The childminder's emphasis on helping children succeed in their learning is matched by concern for their welfare.

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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