

Inspection report for early years provision

Unique reference number	116133
Inspection date	08/12/2011
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 registered in 2000. She lives with her husband and two children aged 13 and 18 years in Hanworth, close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding. She has two rabbits and two guinea pigs as pets.

The childminder is registered to care for a maximum of six 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 two children in this age group. She also offers care to children aged over five years to 11 years. This provision 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 several toddler groups on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual care and learning needs are identified and well met so they each make good developmental progress in their learning, given their age, ability and starting points. The childminder has built strong partnerships with parents and to some degree with other early year's settings. She has demonstrated she has the capacity to improve her practice through attending training, identified by some reflection on her practice. Children and their families are warmly welcomed into an extremely friendly child-orientated setting.

What steps need to be taken to improve provision further?

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

- develop the use of reflective practice and self-evaluation to identify strengths and priorities for development that will continuously improve the quality of the provision for all children
- develop further the arrangements for sharing relevant information with practitioners in other early years settings children attend in order to ensure effective continuity and progression

The effectiveness of leadership and management of the early years provision

The childminder is clear about her responsibility to safeguard children and is aware of signs that a child may be at risk of harm. She regularly attends courses to update her knowledge on the latest procedures to follow should she ever have any concerns about a child in her care. Parents are told about the childminder's

responsibility to report her concerns and are given forms to complete notifying her of any accidents the children have at home. The childminder keeps records of accidents children receive in her care, all of which ensures information is recorded and shared about children's injuries. The childminder is very experienced and regularly seeks out relevant training courses to attend to supplement her existing childcare knowledge. However she does not evaluate her practice to compare her performance against the Early Years Foundation Stage requirements and identify key strengths and areas for improvement.

The childminder effectively organizes her home so children have suitable areas to play, rest and eat. Resources are presented to children at their own, low level so they can reach them and make choices for themselves. Risk assessments are completed for the home, garden and places they visit to identify and address any possible hazards and make sure they are safe for the children. Children are valued as individuals and treated as such. The childminder ensures she is fully aware of their individual needs and works with their parents and others to provide any additional support children may need. However, details of the children's development is not shared with the other settings they attend to compare and support their continued progress. The childminder helps children learn to value different aspects of their own and other people's lives, treating everyone as an individual, through her positive attitude to promoting equality and diversity.

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

Children happily choose what they want to play with from a range of toys that have been chosen specifically for them. Each day the childminder sets out a selection of toys suitable for those children attending which will provide interest and challenge for them. Their play is observed and recorded by the childminder who carefully plans the environment and activities for them which help their individual development. For example, when children are learning to walk she places interesting toys on the sofa and other furniture to encourage the children to practice standing alone but be able to hold on if they need to. Some activities are planned by the childminder, such as topics which extend children's interests and knowledge. Both indoors and outdoors are incorporated such as collecting autumn leaves and looking at animals on a walk then talking about them and looking at relevant books. Children's interest in books is greatly encouraged as the childminder reads to them from a very young age as well as supporting them as they 'read' books for themselves.

The childminder entices the children to explore the toys by initially showing them how they work then letting them try for themselves. They sit for several minutes concentrating on activities such as putting objects inside containers and trying to fit pieces into puzzle boards. Each new achievement is clearly recorded so the childminder can refer to the Early Years Foundation Stage guidance to help her pinpoint activities to develop that skill. The planning is flexible to allow for changes in the children's mood or interest, routine or weather, or even a call from another childminder inviting them on a joint outing to somewhere interesting. This enables children to meet and make friends with more children in their local community while extending the range of fun outdoor experiences. Time spent outside in the

childminders garden also provides outdoor activity such as watching the rabbits and guinea pigs. They enjoy and benefit from fresh air while learning to care for others as they make sure the animals have fresh water every day. A healthy lifestyle is further encouraged through the seasonal food they enjoy eating as the childminder provides fresh meals every day. Children are protected from germs by washing their hands routinely, after handling pets and using the toilet and before eating. They are encouraged to wipe their own hands and faces with individual cloths, becoming independent in their personal care needs.

Children are considerate of each other too under the childminders guidance, such as letting another child have a turn at tapping a musical triangle with a stick they are using. The childminder's positive behaviour management strategies means children are acknowledged and praised for their efforts and respected as individuals. She offers praise to acknowledge their contribution and as a result, children acquire a positive attitude to learning. Safety procedures and guidance keep children safe and help them learn about safety. The childminder conducts risk assessments to check hazards have been reduced in her home and children have explanations to help them learn about safety. For example they know not to put their fingers in the hutch in case they get nibbled and if they climb on furniture they might fall.

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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