

Inspection report for early years provision

Unique reference number	EY429116
Inspection date	13/12/2011
Inspector	Jane Nelson
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

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 2011. She lives with her husband and one child who is aged three years, in a house in Staines, Middlesex. The childminder uses the whole of the ground floor of the house for childminding, with sleeping facilities for young children in a first floor bedroom. There is an enclosed garden for outside play. The family has a pet cat.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register, to care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age group. She is currently caring for one child in the early years age range. The childminder makes use of local facilities such as parks, the library and toddler groups .

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children benefit from a varied range of well planned activities and play experiences which help them to make good progress in their learning and development. Their individual needs are fully supported by an affectionate relationship with the childminder, encouraging children's involvement and enjoyment of activities. Good relationships are built with parents and result in information being shared well. Self-evaluation is used effectively to identify where most improvement is needed. Most requirements are met.

What steps need to be taken to improve provision further?

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

- ensure written records are kept of all medicines administered to children, and parents are informed
- 03/01/2012

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

- Develop reflective practice and self-evaluation to identify strengths and priorities for development that will improve the quality of provision for all children
- develop systems to ensure that parents have regular opportunities to be involved in contributing to developmental records.

The effectiveness of leadership and management of the early years provision

The childminder understands her responsibilities relating to safeguarding and child protection issues. Clear and informative policies are in place and she understands the procedures to follow, should concerns arise, or an allegation be made relating to her. Children are kept safe by the childminder, who supervises them closely and uses risk assessments effectively to monitor safety in the home and on outings. The required records relating to risk assessments are maintained and reflect that issues, such as the safety of the garden, are reviewed and addressed when issues arise. Most of the other required records, documentation and the childminder's policies and procedures are well organised and maintained. The required records are maintained in most instances, regarding recording of administration of medication. However, this is not consistently maintained as required, for all types of medication.

Good relationships are built with parents and result in clear communication and information being shared well. Daily discussion takes place between the childminder and parents and additional information is recorded in a weekly diary. The childminder records meaningful and creatively illustrated observations relating to children's development, which she uses as the focus for future planning. Photographs of children and their creative work are used to illustrate these and provide a vivid picture for parents of what their children enjoy doing with the childminder and how well they are developing. However, these are not yet fully extended to include contributions from parents. Parents praise the childminder's care and comment that they can see their child has learnt a lot in short space of time and grown in confidence. There are currently no children on role who attend other settings. The childminder is aware of the need to work in partnership with other settings children attend, should the need arise in the future.

The childminder demonstrates a good commitment to ongoing improvement. For example, she is newly registered and is using self-evaluation effectively in most areas to reflect on what is going well and where some improvements can be made. She has attended training relating to recording observations of children's development and reviewed different methods of doing this. The childminder is particularly creative in researching different art and craft activities that the children enjoy via the internet. These include activities linked to different festivals and events, such as making Diwali lights during the recent celebrations.

The childminder's home is welcoming, and space is organised well for children's play, rest, and meals. A good range of play materials and varied activities are provided in the home and through regular visits to local resources, such as play groups, places of interest and local parks.

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

Children enjoy their time with the childminder and her child. They are confident, secure, and as a result are making good progress in their learning and development. They are developing a range of skills that will be used in the future through the good range of play experiences and activities they enjoy with the childminder.

Children demonstrate they feel safe with the childminder. For example, they vocalise, smile, laugh and chat to her as they play and share affection with the childminder and her child as they play together. Good links are built between the childminder's and children's homes, and familiar practices are followed, helping children feel secure and valued. For example, a favourite toy and comforter are always near at hand. Children see familiar items and toys, such as the Diwali light on display being the same as the one that they took home and the toy windmill they play with being the same as they have at home. Children participate in the local community through regular visits to play groups and places of interest with the childminder, where they also socialise in a larger group of children. Their understanding of the wider world is encouraged through some resources they use daily, and well planned creative activities relating to events and celebrations such as Halloween, Diwali and Christmas.

Children are well supervised by the childminder and reminded to be careful as they play and move around. They handle toys and equipment with care and generally behave well. When minor disputes do occur, these are calmly and swiftly resolved by the childminder distracting their attention to alternative play materials. Children are developing independence and awareness of their own hygiene and health through the daily routine. For example, they know they need to wash their hands before snack, and use the step in the bathroom to reach the sink. They put their hands in front of their mouths when coughing and recognise when their nose needs wiping with a tissue. Children are developing healthy eating habits and enjoy their healthy snack of fresh fruit and drinks, sitting comfortably at the table and chatting and laughing as they eat.

Children thoroughly enjoy a creative activity that the childminder has planned, knowing this will interest them. They sit comfortably and safely at a child size table and know they need to put their aprons on to use the paint. Children listen to the childminder as she suggests they paint pine cones by dipping them into small containers of different colour paints and demonstrates how to do this. Children try this, holding the cones carefully, then suggest to the childminder they need a paint brush, which she provides. Children find this easier and paint the cones, covering them in glittery paint. Children continue this activity, painting on paper and their hands, before commenting that their hands are mucky and they need to wash them. Children take pride in their achievements, proudly showing models of their hands and Christmas trees they have made recently with glittery dough.

Children help themselves to toys confidently, they find a mouth organ and experiment sucking and blowing the instrument to generate sound. Children use

their imagination as they are helped by the childminder to put on an angel's dress. They admire their wings and the glittery shoes that complete the outfit, and walk carefully, making sure they don't trip over the dress. Children then find dolls, which they carefully wrap in blankets and carry around the room. They refer to numbers displayed on the wall at their height, following a familiar game of pretending each number is an ice cream machine. Children are beginning to use numbers in their play counting, as they play with toys, and recognising numbers they see in the number line displayed.

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	3
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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report 03/01/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report 03/01/2012