

Inspection report for early years provision

Unique reference number	EY428307
Inspection date	25/01/2012
Inspector	Linda Close
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 2011. She lives with her husband and two children, aged two years eight months and four years, in a first floor flat in Feltham, Middlesex. The flat is in a low-rise building and it has its own front door and internal staircase. Children mainly use the sitting room to play in and a bedroom/office to sleep in during the day. All of the rooms in the flat are on the same floor and this includes a kitchen and bathroom. The childminder's home is close to local amenities. The childminder has a shared garden which is only used for outdoor play under her direct supervision. 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 three children under eight years at any one time and one of these may be in the early years age range. At present there is one child on roll who is 10 months old.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are settled and very happy in the care of the childminder. She provides a child-centred home environment where children can explore and play safely. Her sensitive support helps the children to make good overall progress in their learning. The childminder has established a good working partnership with parents and their discussions help the childminder to meet the individual needs of the children. The childminder evaluates most aspects of her service to children effectively overall, although a small gap in documentation has not been identified. She actively seeks advice and guidance from local authority development workers and she looks for ways to improve her work with children.

What steps need to be taken to improve provision further?

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

- update the record of risk assessments to include any assessments of risks for outings and trips
- provide some quieter moments when children can benefit fully from listening to the childminder linking language with physical movement and play experiences.

The effectiveness of leadership and management of the early years provision

The childminder has attended a valuable course about safeguarding children. The information she gained from this training has given her a good knowledge and understanding of child protection issues and she knows what to do if she is

concerned about children's welfare. She shares her policy and procedure documents with parents so that they are aware of her responsibilities. She conducts and records safety checks in her home every day which helps her to keep children safe. She gives due consideration to potential hazards associated with outings, although she does not complete this good practice by recording her findings.

The childminder has completed a worthwhile self-evaluation exercise. She has taken valuable advice from local authority development workers who have helped her to check and collate policies, procedures and record keeping documents which serve as a useful guide for her work with children. She is particularly interested in learning more about child development in relation to toddlers and has found a suitable course to increase her knowledge and skills. She has given a lot of thought to making her home child friendly and her work has included installing safety gates, relocating her smoke alarm and increasing her store of interesting toys. She arranges toys in low level boxes and the children take great pleasure in exploring and playing in warm, safe surroundings.

The childminder makes all children welcome in her home and treats each one as a respected individual person. She is ready to share her language skills with children and she respects their family background. Her toys and books reflect diverse people. The childminder expresses her willingness to liaise with other providers and to take advice and guidance from specialists if there is a need, although she has not been called upon to do this as yet.

The childminder warmly welcomes parents into her home. She works with them effectively to settle the children and accustom them to new surroundings and people. The childminder and parents share their observations about children's progress, and their needs in relation to food and sleep, and the children benefit from their discussions and agreements. Parents say they are very happy with the care and affection that their children enjoy when they are with the childminder. Parents also say they are reassured by regular text messages from the childminder which helps them to focus on their own work, knowing that their children are happy and safe.

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

Children begin to explore and play as soon as they arrive and they have clearly developed a sense of belonging in the childminder's home. They know where to find their toys and they take out their favourites and immediately begin to play. They show a keen interest in large coloured building blocks which they remove from the box and handle with both hands. The childminder follows their lead as they explore their surroundings and pick up things that interest them. Babies show that they understand when the childminder says a firm no and removes any item she does not want them to chew. They accept this boundary calmly and happily find other things to play with. They enjoy the company of other children and happily play beside them.

Smiling, happy babies show no fear or distress when their parents leave them with the childminder. They play happily and show their confidence in the way they crawl rapidly around the childminder's home. Children are calm and cooperative at nappy change time and they relax in the childminder's arms for a bottle feed. The childminder soothes the children who go off to sleep listening to her calm reassuring words, quiet songs and nursery rhymes after an energetic period of play.

Outdoor shoes are not worn in the childminder's home which helps to keep the floor surfaces clean for babies to crawl and play. The childminder is happy to provide nourishing food and drink for the children but she is also happy to give children food prepared by their parents if this is their preference. She offers drinks frequently, and gives children food and milk feeds at times agreed with their parents. The children recognise that it is time for a meal and they show their excitement when bibs are brought out and food is offered to them. The childminder helps children to develop their communication skills through playful talk as they play and eat. Children enjoy music and they bob about and smile, although the music playing in the background sometimes limits children's opportunities to listen and respond to the childminder's talk. Children take great pleasure in handling and slotting shapes into a shape sorter. They experiment with the buttons on a large kitchen toy and they clearly know how to activate the sounds on this, and other, battery-operated toys. Taken overall, they are developing the skills they will need in their future learning.

The childminder provides children with stimulating resources including a transparent water filled cushion which they pat, press and squeeze with keen interest. They show great agility in the way they repeatedly climb into and out of an indoor ball pool and they easily pull themselves up to stand against the furniture. They know that the balls can come out of the ball pool and will roll along the floor which makes them laugh.

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
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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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