

Inspection report for early years provision

Unique reference number	116095
Inspection date	28/02/2012
Inspector	Deborah Jane Orchard
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 2012

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 2000. She lives with her adult-son in Chiswick in the London Borough of Hounslow. The whole house is used for childminding, with the exception of one bedroom. The childminder attends the local parent and toddler group. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of three children under eight years at any one time, of whom three may be in the early years age range. She is currently minding one child in the early years age range. The childminder provides overnight care. The childminder has a relevant qualification at level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy attending and, overall, are making good progress in all areas. The childminder takes excellent steps to support children to make a positive contribution and helps them learn to stay safe. She establishes highly effective partnerships with parents. She offers an inclusive service, where all children feel welcome. She is enthusiastic and undertakes training and development, demonstrating her capacity to maintain continuous improvement. However, her self-evaluation systems are still under development.

What steps need to be taken to improve provision further?

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

- develop the range of activities and resources available to provide children with rich and diverse learning and development opportunities in the outdoor environment
- strengthen systems for self-evaluation to clearly identify all areas for development and drive further improvements.

The effectiveness of leadership and management of the early years provision

The childminder has a good knowledge of child protection issues. She has recently attended safeguarding training, which supports her in understanding her role and responsibilities in this area. Household members are suitably vetted and she supervises children well. All the required policies and procedures are in place and shared with parents, which helps the provision to run smoothly. The childminder undertakes regular risk assessments of her home and for outings, helping children

to remain safe and secure in her care.

The childminder offers an inclusive service where each child is respected and well cared for. She records information about their routines, capabilities and interests, which she uses to meet their individual needs. She raises children's awareness of differences. Children play with a variety of resources which positively reflect diversity. The childminder demonstrates a drive to develop her service. She records some of her strengths and areas for further development, although her systems for self-evaluation are still in their infancy. She attends relevant training, which helps to extend her knowledge and improve outcomes for children. The recommendation raised at the previous inspection has now been fully addressed.

The home is well maintained and organised effectively, enabling children to play rest and eat comfortably. A good range of resources are stored accessibly, enabling children to make independent choices in their play. The routines are flexible, taking account of the needs and wishes of all children. Excellent partnership with parents ensures a consistent approach and enables children to feel especially secure. The childminder completes detailed children's progress records, which she shares fully with parents. Extensive daily discussions help to ensure children's individual needs are clearly identified and met. Parents are actively involved in self-evaluation as they contribute their views and provide the childminder with written feedback. The feedback is highly positive and shows they are extremely happy with the care their children receive. The childminder highly values parents' input and works with them in all aspects of their child's learning and development. She builds effective relationships with others that are involved in the children's care. This promotes a shared approach to children's care and learning. She prepares children well when they move on to school or different settings and provides developmental information, which can be used to support their next stage of development.

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

Children have a lovely time in the childminder's home. They are very secure and relaxed because they have a trusting relationship with the approachable childminder. They engage very well, thoroughly enjoying the activities on offer. The childminder supports children well and encourages them to try things for themselves. For example, as they complete the inset shape puzzles she encourages them to try to work out where each piece goes. She praises their efforts and extends their learning by naming the colours and shapes. This helps them to develop confidence in their own abilities and to think critically.

The childminder provides a good range of activities, which effectively support children's learning. Children have opportunities for further challenge, as they use large apparatus in local parks. A variety of push-along toys help younger children to strengthen their large muscles. Children really enjoy finding out how things work. They delight in listening to the sounds the programmable toys make when

they press all the buttons. This helps develop their skills for the future.

The childminder observes children during play and links this information to each area of their learning and development. She carefully monitors their progress and plans activities to meet their individual needs. Developmental records and photos of children engaging in activities are extensively discussed and shared with parents. Children behave extremely well because they spend their time purposefully and receive lots of praise and support throughout the day. The childminder provides regular opportunities for children to socialise with other children at local groups; they make trips to parks and the library.

Children develop a very strong awareness of their own personal safety. They participate in fire drills and the childminder talks to them about road safety when they go out. The childminder makes excellent use of her links with local community police officers, who provide activities and information to help raise children's awareness of keeping safe. Children are developing a good understanding of the importance of healthy lifestyles. They follow thorough hygiene routines and enjoy frequent exercise and fresh air. Parents currently provide food for children, which the childminder stores and heats safely. In addition, fresh fruit and water is provided and offered regularly. Children develop their self-help skills as they learn to feed themselves.

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	1

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	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
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:	Met
---	-----

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