

Inspection report for early years provision

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| Unique reference number | EY251941 |
| Inspection date | 26/03/2012 |
| Inspector | Janet Thouless |
| 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 2003. She lives with her husband and two school age children in Hounslow, Middlesex. The home is close to shops, parks, schools and public transport links. The whole of the ground floor is used for childminding. In addition, an upstairs bedroom is available for sleeping if required. A garden provides an outside play area. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. She may care for a maximum of five children under eight years of age at any one time. Of these, three children may be in the early years age group. She is currently minding one child in the early years age group. The childminder also offers care to children aged five to 11 years. She holds a qualification in childcare, learning and development at level 3. The childminder takes and collects children from local schools and nursery class. She takes children to visit local parks on a regular basis and makes use of other local community amenities. The childminder is a member of an approved childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled within the welcoming home environment, where their individual learning, development and welfare needs are well met. The childminder has a good understanding of the Early Years Foundation Stage. As a result children are making good progress overall in their learning and development. There are good systems in place to ensure daily communication with parents and others involved in children's care and education. Self-evaluation is mostly in place to effectively identify and bring about relevant improvements to the provision. The childminder is committed to ongoing improvement and sustaining the good quality of the care she provides to all children.

What steps need to be taken to improve provision further?

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

- develop further 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.

The effectiveness of leadership and management of the early years provision

Children are kept safe and their well-being is promoted by the childminder. A range of suitable policies and procedures are in place that the childminder implements effectively to maintain children's safety and good health. She has clear

referral details in place and is aware of procedures to follow if she has any safeguarding concerns. Risk assessments are conducted for the home, garden and outings to help identify and minimise any potential hazards. She has effectively considered some of her own strengths and weaknesses but has not yet fully evaluated her practice to help her identify her key areas for ongoing improvement. Recommendations set at the last inspection have been addressed. The childminder records children's attendance on a daily basis with the number of hours they are in her care. All necessary records of accidents, incidents and medication are in place. For example, consent for emergency medical advice and treatment, which enables all children to be cared for in an emergency.

The childminder is committed to the children for whom she cares and creates a welcoming home environment where they feel safe and fully included. A range of age-appropriate resources is freely accessible and children can choose what they would like to play with. Adult-led activities are also included in the daily planning, helping children focus on their priority learning areas. There is plenty of space to play in as well as room to sit and relax. Children demonstrate a strong sense of security in the setting and readily approach the childminder for help or support. All children are valued and engaged in a range of activities that help support their learning and development. The childminder values each child's background. For example, she takes them to visit a Hindu temple that current children attend. This helps her to gain a greater insight in to children's cultural and religious beliefs. A range of books and toys helps them learn about difference in practical and enjoyable ways.

The childminder works in partnership with parents and other settings that children attend effectively, such as nursery school. She liaises with teachers regarding current learning themes, and provides activities for the children that support and compliment these. Parents are kept fully informed of their children's progress through daily discussions. Parents have access to observations and photographs the childminder has taken. Observations are shared with school to add to the children's individual profiles. This enables parents to be fully involved and contribute to their children's record of achievement.

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

Children benefit from being cared for in a welcoming home environment where good relationships with the childminder have been established. As a result, children form positive relationships and strong attachments to the childminder, which help them to feel safe and secure in her care. Children are offered a range of opportunities that support them in making good progress across the six areas of learning and development. The childminder plans activities around the children's individual interests and free play choices. For example, when children play with their chosen resources she supports language and communication skills by introducing new vocabulary and repeating words. The childminder undertakes observations to plan for children's next steps in learning.

Children are very keen to communicate with the childminder and use language well to start conversations to express their thoughts and ideas. For example, they share and enjoy reading favourite books with the childminder confidently predicting what will happen next. Children problem solve when they complete simple puzzles, piece together the wooden train set and work out how to connect the magnetic trains. They undertake number and counting activities during their play and the childminder successfully uses and introduces mathematical language. For example, they count teddies in books using numbers beyond twenty. Children are encouraged to develop an interest in information and communication technology through the use of computers and programmable toys. Children respond well to the calm and caring approach of the childminder. She supports and encourages them as they play and she gives high levels of praise and encouragement helping to increase confidence. As a result, behaviour is good and children develop high levels of self-esteem. Children move freely and confidently around the childminder's home and they help themselves to toys and resources and initiate their own play. This demonstrates a strong sense of belonging in a setting where they feel safe and secure.

Children enjoy healthy snacks and home cooked meals, which take into account their individual dietary requirements. Children sit comfortably with the childminder eating their lunch talking about what they might do at nursery during the afternoon. Outdoor play activities are included in the daily routine and children benefit from plenty of fresh air and physical activity. This helps to promote their understanding of adapting healthy lifestyles. They use play equipment that is more challenging at local parks with confidence and are learning to make informed decisions about what they think is safe to try. These positive experiences provide children with a good start in life to enable them to develop the skills needed for their future success.

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

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| 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

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| 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

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| 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

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| 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

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| 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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