

Inspection report for early years provision

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Inspection date	21/03/2012
Inspector	Maria Conroy
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.

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 1999. She lives with her husband and two teenage children in Hayes, in the London Borough of Hillingdon. The whole of the ground floor is used for childminding and there is a fully enclosed garden for outside play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of five children at any one time and is currently minding one child in the early years age range. The childminder occasionally works with an assistant. She is a member of the Hillingdon Quality Assurance Network. The childminder offers support to children who speak English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good overall progress in their learning in this safe and caring environment. The childminder maintains all the required documentation which she keeps up-to-date to enable her to support children's welfare effectively. Through effective partnerships with parents the childminder meets children's individual needs very well. The childminder effectively undertakes the process of self-evaluation, identifying some further areas for development. She is continuing to update her skills and knowledge by attending ongoing training, demonstrating a good capacity to improve.

What steps need to be taken to improve provision further?

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

- strengthen children's developing speaking and listening skills further, for example, through sustained conversations between children and adults, respecting children's thinking times and silences and allowing time for children to initiate conversations.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a good knowledge and understanding of safeguarding children. She has completed training on safeguarding and has a clear understanding of the steps to be taken if she needs to make a child protection referral. There are systems in place which protect all children; for example the childminder undertakes a regular risk assessment on the areas used by the children and the outings they participate in. The childminder has written policies and procedures for safeguarding, which she shares with parents to inform them of

her practices.

The childminder undertakes the process of self-evaluation effectively and identifies some areas for future development. Additionally, she seek parent's views on the service she provides, enabling her to pinpoint any areas for further improvement. The childminder is motivated and attends regular training. Ideas gained through training are eagerly implemented, for example 'activities on a tray', including cornflour play. The childminder is part of the quality assurance network and regularly receives support through the local authority advisors.

The childminder has developed a positive relationship with the children in her care and as a result, children settle well and are confident in investigating their surroundings. Resources are stored at low level to encourage children to make independent choices. The childminder supports children in their play and ask some open ended questions; however the questions asked do not always challenge children's thinking. In addition on some occasions, the childminder does not provide enough time for children to respond to the questions posed.

The childminder obtains information from parents enabling her to meet the individual needs of the children who attend. For example, the language they speak, their cultural background and their toileting needs. Children are learning about their own culture and that of others through the planned activities, for example for Chinese New Year, the childminder helps children to make dragon puppets. Resources promote positive images of diversity, including dolls from different cultural backgrounds and books.

The childminder works in partnership with parents, she updates them verbally on how their child has been and their food intake. The childminder shares information about children's developmental progress in the form of a file containing observations, a summary of the child's development and a tracking record. Examples of art work and photographs supplement these records. Parents can view the certificates of registration, first aid, insurance and training on display in the lounge. Parents comment they are very happy with the childcare they receive provided and how their children's language skills have developed as a result of the activities the childminder provides. The childminder is aware of her responsibility to work with other professionals to support the children in their care if children are attending another early years setting.

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

Effective policies and procedures guide the childminder in her practices and support children's welfare. She reviews these regularly and updates them in line with the training she attends and any guidance from local authority advisors. The childminder has a good knowledge and understanding of the learning and development requirements and effectively incorporates learning into all the activities she provides. The childminder plans a range of activities linked to each child's interest and developmental progress, which promote all six areas of

learning. She observes the children and uses this information to plan and extend their learning.

Children take part in a range of planned activities, both in the home and through local outings. The childminder provides a range of activities which supports children's communication and language skills. For example, they attend story time and music and action rhymes at the local library. Mathematical language and concepts are incorporated into every day activities, for example when children cut their own fruit, they talk about size, using appropriate words such as half, big and small. They enjoy using modelling dough and count the number of plates they have as they prepare dinner. Children are developing skills for the future as they learn to use battery operated toys, which contributes to their understanding of how information technology works. They enjoy having conversations on the battery operated phone as they speak to their parents. Children use re-cycled materials to make musical instruments, for example they enjoy making shakers.

Children are secure and develop a good sense of belonging with the childminder, who provides a warm and welcoming environment. They understand boundaries that are in place to keep them safe, for example they learn about road safety when they go on local outings such as the library. Children are confident to use tools, such as knives under the childminder's supervision, when they cut their fruit for snack time. They take part in regular fire drills, learning to evacuate the building safely in the event of a fire.

Children take part in activities that teach them about healthy eating. They make choices about their favourite foods when they shop at the supermarket for fruits they will use to make fruit salad. They love to go to local parks, where they have opportunities to use equipment to promote their physical development. Children are learning a good understanding of what constitutes a healthy lifestyle. They adopt good personal hygiene routines, for example they wash their hands before they prepare their snack. Children are confident, showing good levels of self-esteem and building strong relationships within the setting. They enjoy regular opportunities to meet and play with other children of a similar age, both in the home and through attending toddler groups. The childminder provides activities to encourage children to take turns and share toys and equipment with each other during their play.

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:

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:

- maintain a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email. (Procedures for dealing with complaints) (also applies to the voluntary part of the Childcare Register) 11/04/2012

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 for the compulsory part of the Childcare Register (Procedures for dealing with complaints) 11/04/2012