

Inspection report for early years provision

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Inspection date	25/04/2012
Inspector	Helen Penticost
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 2005. She lives with her husband and three children aged 18, eight and two years in Brentford, in the London Borough of Hounslow. The whole of the ground floor apartment is used for childminding and there is a fully enclosed garden for outside play; there is also a communal area that the children can access with the childminder.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may provide care for a maximum of three children at any one time and is currently minding one child in the early years age group. The childminder walks or drives to local schools to take and collect children. The childminder attends the local parent and toddler group. The family keeps fish, rabbits and a parakeet as pets.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress overall in their learning and development, as they are cared for by an experienced and well qualified childminder who recognises their unique characteristics. Strong partnerships with parents enable the children's individual care and welfare needs to be met effectively, and systems for developing partnerships with others are in place. Systems to evaluate practice and plans for future development are well targeted, which shows a good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further the systematic and routine approach to using observations and assessment to ensure that all six areas of learning are fully incorporated
- enable parents to have regular opportunities to view their child's observation and assessment records.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded, as the childminder has updated her knowledge as a result of attending a safeguarding course. She has a secure understanding of the procedures to be followed if she has any concerns about a child in her care. The childminder is robust in ensuring the suitability of all adults,

for example, all visitors to the home are recorded and checks are carried out on all adults living at the premises. Thorough risk assessments are undertaken on the home environment, as well as for all outings that are undertaken. Children learn to keep themselves safe, through the childminder's guidance, and also through taking part in fire evacuation drills. The childminder has a clear understanding of how to deal with accidents or injuries appropriately. In addition to this, she keeps all of the required records and parental consents in place for easy access in an emergency.

The childminder provides a fully inclusive setting and has a sound knowledge and understanding of how to promote equality and diversity. Children celebrate festivals that are pertinent to their families and also have opportunities to explore important events in the lives of others. They access a wide variety of resources and equipment that supports their developing awareness of culture, gender and disability. The home environment is organised very well to enable children to self-select from easily accessible, clearly labelled and good quality toys and resources. Children clearly benefit, particularly in developing their independence and making choices and decisions. The childminder fully supports the children in their play experiences, offering them choices and extending their learning.

Since the last inspection, the childminder has continued to develop her professionalism through attending training and updating her first aid certificate. She is realistic in her approach and thoroughly identifies her strengths and weaknesses, setting herself well targeted areas for development. Therefore, she demonstrates a sound capacity for maintaining continuous improvement. There are currently no children on roll who attend other settings or need support from other agencies. However, the childminder recently worked in partnership with another early years setting that a child was moving on to. She used her effective system of working in collaboration to share information regarding the child's learning and development. Strong, trusting relationships are formed between the childminder and parents. They praise the childminder highly, for example, they comment that she 'provides a great variety of stimulating activities'. Information is shared with parents daily through good verbal communication and the use of a daily diary. This means that they are fully aware of what their children have enjoyed taking part in, along with information about their care.

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

The childminder demonstrates a good knowledge and understanding of the Early Years Foundation Stage, and therefore children make good progress in their learning and development. The childminder uses learning journals, to which parents may contribute their knowledge of their child's interests and starting points, and provide updates as required. However, the learning journals have not yet been shared with parents. Regular observations, supported by photographs of children at play, aid the childminder in her planning for children's next steps. Although, the childminder clearly demonstrates that she knows the children's

developmental stages well, assessment systems have yet to be fully developed to enable her to make sure that her observational evidence covers all six areas of learning.

Children demonstrate a strong sense of security in the warm and welcoming setting where they are reassured by the consistent and gentle interaction of the childminder and well-established routines that meet their needs. They show that they feel safe, as they freely approach her for cuddles and reassurance. Children move around the comfortable setting, confidently selecting their own play experiences. They learn right from wrong because the childminder is fair and ensures children understand why certain behaviour is unacceptable. Children have good manners, as they routinely say 'please' and 'thank you'. Good behaviour is acknowledged by lots of praise and encouragement, which contributes to the children developing good self-esteem.

Children develop their skills of problem solving as they build tall towers from wooden bricks, piece together jigsaw puzzles and look at the colours of the play fruit and vegetables. Children's creativity is enhanced as they take part in a great many activities, including painting, cooking, role play and music and movement. They access a wide variety of books, which supports their understanding of the written word. Children also use a good range of age-appropriate information and communication technology, such as battery operated toys which reward them with flashing lights and a tune. As a result, children are developing good skills for the future.

Children develop an understanding of the need to develop a healthy lifestyle, as they are offered fresh fruit and vegetables at snack time and access drinking water freely. They receive plenty of fresh air, either in the garden or at local play areas. Hygiene routines are in place which effectively assist with preventing the spread of infection; for example, each child has their own towel for drying their hands. The childminder provides a very clean and well maintained environment, and the exclusion of sick children helps to minimise cross-infection.

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	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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