

Inspection report for early years provision

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Inspection date	30/04/2012
Inspector	Seema Parmar
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 1995. She lives with her two adult sons, within the area of South Ruislip, in the London Borough of Hillingdon. The whole of the ground floor is used for childminding, with sleeping facilities upstairs. There is a garden available for outside play.

The childminder is registered on the Early Years Register, compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children under eight years, of whom three may be in the early years age range. There are currently two children on the early years age range on roll.

The childminder walks/drives to local schools to take and collect children. She attends the children's centre, toddler groups, library and local parks.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a warm and welcoming home and shows a good knowledge of children's individual needs and interests. Children are making good progress towards the early learning goals and systems to monitor and assess their achievements are effective overall. Partnerships with parents are highly valued and enable children's individual needs to be successfully met. The childminder ensures the continuous improvement of her provision by assessing and recording what is being done well and what needs to improve. This clearly demonstrates the childminder's strong commitment to developing and improving her practice to fully enhance outcomes for children.

What steps need to be taken to improve provision further?

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

- build on existing systems to carry out observations, planning and assessments to fully identify children's learning and development experiences.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates that she has a good knowledge of how to safeguard children in her care. For example, she knows what to do if she has concerns about child protection and is familiar with the Local Safeguarding Children Board procedures. The childminder is very conscientious about safety; she carries out visual checks daily and has written risk assessments in place for indoors, outdoors

and for outings. For example, risk assessments identify potential hazards and the level of risk and preventative steps she takes in order to keep children safe.

The childminder has the necessary skills to self-evaluate her work with the children. She is able to identify areas to build upon her existing good practice to ensure that children's time with her is positive and rewarding. The childminder continues to improve her service by accessing training, such as safeguarding, to promote the welfare of children. She is very keen to focus on further improving children's learning and development experiences. The childminder also demonstrates a strong capacity to improve as she successfully addresses recommendations raised at the last inspection. For example, she maintains parental consents effectively to promote the well-being and safety of all children. Comprehensive records, policies and procedures underpin all aspects of the childminders day-to-day practice.

The childminder provides an inclusive learning environment, treating children with respect and kindness. She ensures the learning environment is available and accessible to all children, providing them all with an equal chance to learn and develop. The childminder organises her home and play resources effectively enabling children to make choices about their play, promoting their independence. For example, children choose from an attractive range of good quality play resources that are stored in boxes, supporting their independence skills. Planned flexible daily routines provide a well-balanced day for the children to have a wide range of experiences, both in the home and the local community. For example, they enjoy regular trips to the local library, parks and toddler groups. This enables children to socialise with others and to develop an awareness of the local community and the wider world.

The childminder establishes links and good communication with the children's school to ease their transition and ensure their continued learning. Children benefit from the successful relationship the childminder develops with parents, promoting their continuity of care and needs. The childminder ensures that parents know how their children are progressing and developing, as all relevant information is shared between them on a daily basis. This means parents feel included in their child's learning and welfare experiences. Parents' feedback indicates they are very happy with the childminder and her provision.

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

The childminder recognises how children learn and develop. For example, she plans using the children's interest, what they enjoy doing and effectively includes the six areas of learning. Although the systems to plan for children's individual needs through observing and assessing children are in place, these do not currently fully identify children's learning and development experiences.

Children receive lots of attention and have a strong bond with the childminder, which increases their sense of well-being. Younger children show they feel safe

and secure as they enjoy hugs, cuddles and smiles with the childminder. The childminder enables children to participate in wide range of exciting and challenging activities that engage all the senses, helping children make good progress in all areas of their learning and development. For example, younger children excitedly make sounds and express their joy as they are beginning to use verbal communication. This plays a key role in their individual language development. Children have regular opportunities to visit the local children's centre, toddler groups and library. This provides further learning experiences and opportunities to extend their social skills.

Children learn about diversity as the childminder provides a range of resources, which reflect positive images of the wider world. This creates an inclusive environment that encourages children to feel a sense of belonging and promotes their self-esteem. All children are made to feel welcome as the childminder treats them as individuals and gives them the attention they need. Children have fun playing and show delight as they push various buttons on a selection of programmable toys, which supports their learning as they find out why things happen and how things work. This helps them to develop skills for the future. Children have good opportunities to enjoy fresh air and exercise; for example, they play in the garden and visit the local park developing their physical skills.

In the main, parents provide meals for their child. The childminder provides children healthy, nutritious snacks that support their individual dietary needs, such as fresh fruits and raisins. Arrangements to minimise cross infection and ensure good standards of hygiene are in place to promote the well-being of children. Children learn how to stay safe as the childminder talks to the children about the importance of staying close, walking safely and road safety when out.

The childminder understands how to manage children's behaviour appropriately. For example, she praises children's achievements, promoting their confidence and self-esteem. The childminder has built close and loving relationships with the children. As a result, children show they feel happy and secure in her care. The resources and experiences the childminder provides and her good quality interactions support children to effectively develop appropriate skills for the future.

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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