

Inspection report for early years provision

Unique reference number	EY266952
Inspection date	08/05/2012
Inspector	Patricia Edward
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 was registered in 2003. She lives with her husband and adult daughter in Isleworth, in the London Borough of Hounslow. The whole of the ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The family has no pets. 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 six children under eight years, of whom three may be in the early years age group. She is currently minding 17 children on a part-time and full-time basis. Of these, nine are in the early years age group. She drives and walks to local schools to take and collect children. The childminder is a member of the Hounslow childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, the childminder provides good quality care and education for children. She promotes an inclusive provision, helping all children and their families to feel valued. Effective partnerships with parents enable the childminder to meet children's individual needs successfully. Overall, she has good relationships with other providers. She evaluates her provision effectively and has a good capacity to maintain continuous improvement.

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 for carrying out observations and assessments, for example by improving consistency in using children's identified next steps to inform planning
- develop further systems to maintain a regular two-way flow of information with other providers to promote a shared approach to children's care and learning.

The effectiveness of leadership and management of the early years provision

The childminder has a good awareness of safeguarding matters and knows the local child protection procedures to follow in the event of any concerns about a child in her care. She has a clear safeguarding policy to reflect this. Children are kept safe and secure, both in the home environment and while on outings, due to the clear and concise risk assessments that are in place. The childminder maintains clear, concise and accurate records which promote the safeguarding of children.

The childminder organises her home and resources well to offer children a safe, free-flow environment. This enables children to make their own choices about their play, promoting their independence. For example, children move from the messy play room to the through lounge, choosing from an interesting range of good quality play resources that are stored on low level shelves.

The childminder takes positive steps to promote children's understanding of the society they live in. This is evident throughout her home. She displays children's photographs and artwork and also resources which reflect their cultural backgrounds. As a result all children feel included and have a strong sense of belonging. The childminder has effective systems in place to evaluate and improve the quality of her setting. She has addressed the recommendation from her previous inspection and as a result has improved children's health and safety. Since her last inspection she has completed a number of courses to develop her knowledge and skills. This demonstrates that the childminder is proactive in maintaining continuous improvement to improve outcomes for children.

The childminder has developed good relationships with parents, who comment very kindly on the standard of care that their children receive. They compliment the childminder on the good quality information that she shares with them about their child's care, learning and development. They say as parents the most important factor is that their children are very happy to go to the childminder and that they clearly enjoy themselves while in her care. The childminder demonstrates a positive attitude to liaising with the schools that children attend. She shares some information with them but this remains an area for further development to promote a truly shared approach to children's care and learning.

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

The childminder is well-organised and demonstrates a thorough knowledge of the learning and development requirements. She provides a good balance of adult-led and child-initiated play and flexible routines. Activities are well-planned as the childminder is resourceful and has a wealth of good ideas to engage and challenge children. Children have their own individual folders which include written and photographic observations of their achievements, their development and samples of their work. These are linked to the expectations of the early learning goals and identify the next steps for each child's learning. However, there is some inconsistency in the way that the childminder uses this information to inform her planning. As a result, although planning is generally effective, it is not always consistently tailored to meet individual children's learning needs.

The childminder's home is maintained well and organised to meet children's play needs. Children feel safe because the childminder offers warmth, hugs and security, along with consistent and familiar routines. All safety precautions are in place so children are able to move freely and confidently around the home. They participate in regular emergency evacuation practices and discuss road safety with

the childminder when out and about in the local community. This enables them to develop an understanding of how to keep themselves safe from harm. The childminder encourages children to adopt a healthy lifestyle as she provides them with an effective range of healthy meals and snacks. Mealtimes are sociable experiences which promote children's language and social skills. The childminder reinforces children's understanding of healthy eating through a variety of methods such as cooking activities, growing vegetables and by displaying posters with images of fruit and vegetables.

Children develop good skills for the future. They attend regular groups where they make friends and develop their social skills. Realistic boundaries and the childminder's skilful guidance and supervision support children to behave well. Older children have taken an active role in devising the house rules, which are displayed. They clearly enjoy each other's company and demonstrate a caring attitude towards the childminder and each other. Good hygiene routines, such as regular hand washing and using individual hand towels, reduce the risk of cross-infection. Children's knowledge and understanding of the world is fostered well through an interesting range of opportunities such as woodland adventures, pond dipping and growing cress and peas. Their problem solving and reasoning skills are developing well as they use mathematical language as they play, counting cars as they put them in the garage and using pretend money in their games of shops. They develop their hand to eye coordination as they complete puzzles, play with construction materials and use a variety of writing and craft utensils to make marks. Children's creativity and imagination is fostered very well. The role play area is currently set up as an ice-cream shop and encourages children to get lost in their own imaginations.

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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