

Inspection report for early years provision

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Inspection date	28/05/2012
Inspector	Jane Nelson
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 2011 and lives with her husband and young child. They live in a first floor flat in a residential area of Hounslow, Middlesex. Local schools, shops and parks are within walking distance. The whole of the property is used for childminding. Access to the home is via a lift or stairs. An open communal garden area, at the rear of the block of flats where the childminder lives, and local parks are used for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for four children under eight years at any one time; of these two may be in the early years age range. The childminder is currently caring for one child in the early years age range. The childminder attends the local toddler group on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a welcoming environment and shares warm interaction with children and their parents. She generally plans activities that children enjoy, though misses some opportunities to use resources to extend play and exploration. Overall, children are making sound progress in their development, though the use of observations of their achievements is not yet fully effective. The childminder's use of self-evaluation is in the early stages and not yet developed to identify and target all areas for on-going improvement. Most policies and procedures are in place to meet children's needs, apart from one aspect linked to children's health. The childminder demonstrates a sound capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure prior written permission is obtained for each and every medicine from parents before any medication is given (Safeguarding and promoting children's welfare).
- 11/06/2012

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

- develop the use of everyday resources so that they can be used flexibly and in many different ways to facilitate children's play and exploration. These might include a range of natural materials, everyday objects and boxes
- develop the use of reflective practice and self-evaluation to identify strengths and priorities for development that will improve the quality of provision for all children
- develop the use of analysing observations to help plan the next steps for children, focusing on supporting children's developmental progress and individual interests

The effectiveness of leadership and management of the early years provision

The childminder understands her responsibilities relating to safeguarding and child protection issues. She is aware of the procedures to follow if concerns arise about a child in her care. The childminder uses risk assessment appropriately to monitor safety in the home and on outings. She maintains the required record of risk assessment. Most of the required records and documentation are in place. However, written permission is not obtained from parents prior to the administration of each and every medication to children. This is a legal requirement.

The childminder is newly registered and at the beginning of her career, so some aspects of her setting are not yet fully developed. For example, self-evaluation is in its early stages and is not yet used effectively. The childminder demonstrates a sound attitude to improvement by attending some training, such as food hygiene awareness. She is able to identify some aspects where she feels she is doing well. However, she does not yet extend this to reviewing all areas of her practice and targeting areas clearly to benefit outcomes for children.

The childminder's home is welcoming. She has organised space appropriately to enable children to play, eat and rest comfortably and safely. For example, a small designated play area is set up where children can easily help themselves to a suitable selection of toys and equipment. The childminder knows individual children's needs and generally plans a range of activities and play opportunities both inside and outside the home that children enjoy. For example, she knows children like books so makes sure a good selection are easily accessible and plans regular visits to the library. However, some aspects of children's interest, for example, in everyday objects, are not consistently recognised and developed into learning opportunities by the childminder. The childminder makes appropriate use of resources outside the home, such as visits to the children's centre, where children participate in local community events.

Children's awareness of diversity and the wider world is encouraged well. They see the world around them and differences reflected in the positive images in the childminder's home. Children see and use a good range of resources reflecting differences on a daily basis. They also share aspects of the childminder's own culture, such as hearing her speak occasionally in her first language to her child.

The childminder forms good relationships with parents and they praise her care of their children. Parents comment that their children look forward to going to her and do many different activities, which they enjoy. The childminder records observations of activities children enjoy doing, illustrating these with photographs and examples of creative work. She shares these, together with information recorded in a daily diary, with parents to keep them well informed of their child's progress. There are no children currently attending who also attend other settings or need the support of outside agencies. The childminder is aware of the need to work in partnership with others if this occurs in the future.

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

Children are happy and demonstrate they enjoy their time with the childminder and her child. They smile, laugh and chat to the childminder as they play and share affection. The childminder follows children's individual routines and some home practices, helping children feel secure. For example, they take a favourite snuggle toy, brought from home, with them when settling for their rest. Children behave well and are beginning to grasp the concept of sharing and taking turns. When minor disputes occur these are managed well by the childminder. Children are developing an appropriate range of skills they will use in the future as they play. For example, they are developing aspects of independence; they listen to the childminder and use developing language. Children demonstrate they feel secure with the childminder and are developing an understanding of their own and others safety. They generally use toys and equipment sensibly and move around with care. Children are making sound progress in their learning and development. However, the childminder does not use observations to consistently plan for children, to support their progress and individual interests more effectively.

Children are developing a suitable awareness of their own hygiene through procedures they follow daily. Children recognise they need to wash their hands after a painting activity to get the paint off. The empty soap dispenser captures children's attention as they try pressing the top to find out how it works. However, their interest in everyday objects is not extended by the childminder. For example, by suggesting they fill the container with water, or save it to talk about and play with later. She asks children to put the empty dispenser in the bin, which they do. Children enjoy their home cooked lunch of rice, chicken and sausage, asking for more when they have finished. Children have regular opportunities for outdoor play and exercise during visits to local parks and play areas. Children show developing coordination and physical skills, as they use safety scissors to cut paper or handle paintbrushes and tiny paint containers. Children examine small wooden elephants, which the childminder gives them to paint. They are learning about texture and shape as they feel the wood and notice different texture in the elephant's trunk. Children recall previously painting a giraffe, which they proudly indicate is on the shelf for all to see and enjoy. Children demonstrate

a developing understanding of numbers. For example, they use some number names as they recite numbers and point to their fingers as they count. The childminder praises their achievement and children respond, showing their pride by smiling.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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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:

- keep a record of any medicine administered to any child who is cared for on the premises, including the date and circumstances and who administered it, including medicine which the child is permitted to self-administer, together with a record of a parent/guardian/carer's consent. (Records to be kept) (also applies to the voluntary part of the Childcare Register). 11/06/2012

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 in the compulsory part of the Childcare Register (Records to be kept). 11/06/2012