

Inspection report for early years provision

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Inspection date	20/06/2012
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 2000. She lives with her husband and two children aged nine and 12 years in a residential area of Ruislip, within the London Borough of Hillingdon. Childminding mainly takes place on the ground floor. There is an enclosed garden for outside play.

The childminder is registered to care for a maximum of four children under eight years, of whom three may in the early years age group. The childminder currently has two children in the early years age range on roll. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder takes and collect children from local schools. 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 satisfactory.

Children enjoy fun and stimulating play experiences with the childminder that support their learning and development. Risk assessments are not fully effective and do not always record and identify existing hazards that pose a potential risk to children's safety. The childminder establishes positive partnership with parents to enable her to meet children's individual needs. However, the childminder has yet to develop links with other settings that children attend, to fully promote continuity of care and learning. She has a secure understanding of the strengths and the areas of her provision she wants to improve. She shows sound capacity for improvement through demonstrating her commitment to attend ongoing training and development, to improve outcomes for children.

What steps need to be taken to improve provision further?

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

- conduct a risk assessment that identifies aspects of the environment that need to be checked on a regular basis and maintain a record of these particular aspects and when and by whom they have been checked. (Suitable premises, environment and equipment) (Also applies to the compulsory and voluntary parts of the Childcare Register) 10/07/2012
- ensure that the smoke detector is in working order (Suitable premises, environment and equipment) 10/07/2012

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

- develop systems for liaising with other settings delivering the Early Years Foundation Stage where children attend to ensure progression and continuity of care and learning

The effectiveness of leadership and management of the early years provision

The childminder demonstrates that she has a suitable knowledge of how to safeguard children in her care. For example, she knows what to do if she has concerns about children's welfare and the procedures to follow. Although the childminder carries out risk assessments for the garden and outings, records of risk assessments are not in place for indoors. This is a requirement. Additionally, some existing potential hazards pose a risk to children's safety. Generally, records and documentation are suitably in place to make certain that the childminder can meet children's individual needs.

The childminder's home is conducive to supporting children's learning. A wide range of suitable play materials is available for them to access independently. Other items are stored elsewhere, and the children know that they can request an item to be brought out for them to enjoy. The garden is also well equipped with a variety of play equipment. There is ample space for children to fully explore their chosen play materials in comfort.

The childminder evaluates her provision and is able to identify her strengths and areas to improve. She has a sound understanding of what she needs to do, to further improve her knowledge, understanding, and practice. This enables her to , meet children's individual care and learning needs. The childminder considers how she will continue to improve her childminding service, by keeping up-to-date with necessary changes. She recognises the importance of continually developing her skills through training courses.

The childminder promotes inclusive practice. For example, she provides children with opportunities to learn about diversity through a range of resources, which reflect positive images of the wider world. Although the childminder has a positive attitude to working with others who deliver the Early Years Foundation Stage, she has yet to develop and form links with other settings the children attend, to promote their continuity of care and learning.

Children's emotional well-being is nurtured. The childminder gathers detailed information about their development, when they first start, as well as any specific requirements. This enables her to support their welfare and routines. Children benefit from close communication systems, between parents and the childminder. Written feedback from parents' state that they are very happy with the childminding provision.

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

Children are comfortable and secure in the childminder's home, having close relationships with the childminder who is kind and caring. The childminder has a good understanding of how children learn and develop. She uses her observations in linking these to the six areas of learning to assess and plan, for their next steps in learning. As a result children are making good progress in their learning and development. The childminder interacts very well with the children, as she plays alongside them. She encourages them, to enjoy listening to stories, as they sit together sharing books. For example, she extends children's learning by talking and asking open-ended questions, promoting their communication and listening skills. Children enjoy their time participating in creative activities, such as, designing and creating as they make necklaces out of foam shapes and letters. They enjoy completing puzzles and counting, as a daily part of their routine. Children have access to a selection of programmable toys, which supports their learning, as they find out why things happen and how things work. This helps children develop skills necessary for the future. They develop their social skills and confidence during visits to toddler groups, a children's centre and library. Children benefit from a wide range of activities and are learning to share, take turns and play co-operatively, within a larger group.

Children enjoy fresh air and exercise. For example, they visit the local parks developing their large muscle skills. In the main, parents provide packed lunches for their children. However children enjoy healthy and nutritious snacks, such as, fresh fruit and vegetables that support their individual dietary needs. In addition, the childminder offers regular drinks through out the day. Children learn suitable hygiene practices, as part of their daily routines. The childminder holds a valid first-aid certificate. This enables her to have the knowledge, to confidently deal with any potential minor injuries that children may be prone to. The childminder shows an understanding of how she helps children to be safe, by carrying out fire drill practices and supervising them suitably. However she has yet to make sure that the environment is safe, to fully promote children's welfare.

The childminder supports children to learn about appropriate behaviour through her consistent house rules. As a result, children display a strong sense of belonging, and are happy and settled because they feel secure in the childminder's care.

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	2
The effectiveness with which the setting promotes equality and diversity	3
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	3

The quality of the provision in the Early Years Foundation Stage

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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	2
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	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:

- undertake a risk assessment of the premises and equipment and ensure that all necessary measures are taken to minimise any identified risks (Suitability and safety of premises and equipment) (Also applies to the voluntary part of the Childcare register) 10/07/2012

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:

- undertake a risk assessment of the premises and equipment and ensure that all necessary measures are taken to minimise any identified risks (Suitability and safety of premises and equipment) (Also applies to the compulsory part of the Childcare register) 10/07/2012