

Inspection report for early years provision

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Inspection date	28/06/2012
Inspector	Amanda Tyson
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 registered in 1999. She lives with her husband and two adult-aged children in Isleworth, Middlesex. They have two cats and keep fish in a covered garden pond. The premises are situated close to Isleworth train station, West Thames College and West Middlesex hospital; a main bus route from Hounslow to Richmond runs close by. All areas of the ground floor are used for childminding activities and two bedrooms on the first floor are used for children who need to sleep. There is an enclosed rear garden for outdoor play. 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 five children under eight years; of these, no more than three may be in the early years age range. There are currently two children on roll in the early years age group.

The childminder cares for a number of children learning English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in this inclusive, warm and welcoming setting where the childminder meets their needs well. The childminder places highly priority on supporting children's personal, social and emotional development and children clearly feel, and are, very safe and secure. Children enjoy a good range of play activities and experiences in all areas and they make good progress in their learning and development. The childminder's relationship with parents is strong and effective, although partnership working between herself and other settings that children attend is less developed. The childminder makes good use of self-evaluation to identify and target priorities for maintaining continuous improvement.

What steps need to be taken to improve provision further?

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

- extend the two-way flow of information with other providers to support a consistent approach to children's learning and development.

The effectiveness of leadership and management of the early years provision

Children's safeguarding is comprehensively monitored and supported. The childminder's knowledge and understanding of child protection issues and procedures is highly secure and updated through refresher training every three years. She thinks through procedures for carrying out risk assessments on her

home and for all outings extremely well and fire evacuation is regularly practised. The childminder has an established arrangement with another registered childminder, with whom children are very familiar, for providing emergency care for children. She comprehensively maintains records and documentation and uses these extremely effectively to safeguard and promote children's welfare.

The childminder actively promotes equality and diversity. She has good procedures in place for supporting children learning English as an additional language. She has a well developed understanding of the stages, such as the 'silent period'. This is when children are absorbing their culturally and linguistically different environment, before they feel confident to begin to use spoken language. The childminder is also knowledgeable about different learning styles. She makes good use of this to guide her planning so that children access all areas of learning. The childminder makes good use of observational assessment to monitor children's progress, to inform and guide her planning. She also uses this to promptly identify and address potential gaps in learning and development. This ensures that children receive a challenging and enjoyable range of activities and experiences that the childminder tailors to meet their individual needs.

However, the childminder has yet to fully develop her relationship with the pre-school that children attend; this is to help ensure consistency and continuity of learning support for children. The childminder has a good range of good quality play and learning resources which she uses effectively to promote play and learning; for example, the resources effectively raise children's awareness of ethnicity, disability and gender differences. She organises these, along with her space and time, very effectively. For example, children use the garden daily and go to local parks, fruit-picking and animal farms and country parks.

The childminder achieves good levels of engagement with parents. Families are well informed about her operational and regulatory policies and procedures, children's welfare and their learning and development. Parents cannot speak highly enough about the childminder. They stress how reassuring it is to know how much children enjoy spending their day with the childminder. They say children are reluctant to go home at the end of the day and frequently ask for the childminder during the weekends and holidays. Parents are appreciative of the arrangements in place for providing emergency care for their children.

The childminder makes good use of self-evaluation to identify her strengths and areas for further development. She has a clear action plan in place which includes: introducing monthly meetings with parents to further develop the discussion about children's progress and development; extending the range of equipment to support children's learning in information and communication technology, to further develop her systems for completing observational assessments on children; and developing expert knowledge about specific disabilities. The childminder is enthusiastic and particularly committed to sustaining ongoing improvement.

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

Children are exceedingly happy and settled in the childminder's care. They make good progress towards the early learning goals and in developing skills for the future. Children are polite, confident and very well enabled by the childminder to develop the personal, social and emotional skills needed to support their future learning. Children demonstrate a strong sense of belonging and high levels security in the childminder's care. They move freely around, helping themselves to toys, creative media and writing resources. Pre-school aged children take an active role in carrying out risk assessments, caring for their environment and helping others. They help to choose novelty wind chimes and scarecrow style sticks to warn off birds from dropping their mess onto the garden furniture. They sweep up the sand after playing with it and have great fun washing the childminder's husband's car with soapy sponges. Children take part in sponsored community events and the childminder helps them to understand about the charities that they raise money for. Children use cameras to record their favourite experiences and love reviewing their own photographic learning journey, which is beautifully set out in a large scrapbook.

The childminder effectively brings learning to life for children by providing a wide range of first-hand experiences. These include having a snake draped around their necks, observing alpacas, and meeting a popular children's television presenter. Children have good opportunities to explore and experiment using their senses through messy play and with water and sand. Their speaking and listening skills are good and they effectively learn about learning of letters and sounds. Children love books and look forward to regular trips to the library. Children use cameras and electronic toys with confidence and access a computer. They raise their awareness of diversity as they play with dolls of different skin tones, listen to stories about children living in other cultures and countries and celebrate traditional and religious beliefs of others.

Children extensively learn about fire safety through evacuation practices, visits to the fire station, fun games and much discussion. They all sing loudly when in public toilets so that they can hear, when they cannot see, each other. The childminder reinforces road safety rules when they are out and about. Older pre-school children know their wrist bands detail the childminder's mobile number and know what to do if they ever get lost. Children know when playing 'shops' their purchases must be 'paid for' using the 'credit card' because play money presents a choking risk for younger children. Children keep very healthy and active through lots of outdoor play and learning opportunities. They have tremendous fun burying themselves in the leaves in the park, observing the growth of a frog from a tadpole in the childminder's pond and searching for hidden fairies in the childminder's vibrantly coloured garden. They most effectively practise their climbing and balancing skills on challenging, playground equipment. Children thoroughly enjoy a nourishing breakfast before they brush their teeth and a nutritious lunch, for example, of fish pie and broccoli.

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	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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	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	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
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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