

Inspection report for early years provision

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Inspection date	18/07/2012
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.

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Description of the childminding

The childminder was registered in 2001. She lives with her husband, and two children aged 11 and nine years, in Feltham, Middlesex. The home is close to shops, parks, schools and public transport links. The ground floor and bathroom facilities on the first floor are used for childminding. There is access to an enclosed garden at the rear. The family has one pet rabbit and two guinea pigs. The childminder is registered on the Early Years Register, and on the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of four children under eight, three of whom may be in the early years age range, at any one time. The childminder is currently caring for one child in the early years age range who attends on a part-time basis. The childminder's husband is registered as her assistant and sometimes works with her. The childminder collects children from the local school and attends several toddler groups on a regular basis. 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.

The childminder supports children's individual learning and development needs well. She places a high priority on creating a sense of security and belonging for children in her home. This builds secure foundations, helping children develop confidence and make good progress as they learn and develop. The childminder shares supportive relationships with parents providing reassurance and resulting in continuity of home practices for children. As a result, parents are actively involved in most aspects of children's learning. The childminder demonstrates a strong commitment to ongoing improvement through her effective use of self-evaluation and continual use of training to develop her skills.

What steps need to be taken to improve provision further?

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

- develop effective systems to encourage parents and other carers to contribute to the observation, assessment and planning.

The effectiveness of leadership and management of the early years provision

The childminder has a secure understanding of her responsibilities relating to safeguarding and child protection issues. She is aware of the procedures to follow if concerns arise regarding a child's welfare or an allegation is made relating to herself. The childminder has attended training to increase and update her knowledge in this area. The childminder uses risk assessments effectively to

monitor and assess safety issues in the home and on outings. She reviews these regularly and maintains the required records. For example, she has assessed how recent changes to the home during redecoration have affected how some space is organised. The childminder has also identified the garden is not currently suitable for use following some damage to fencing caused by recent high winds. Other required records and documentation are maintained and well organised.

The childminder demonstrates a strong and consistent commitment to ongoing improvement. She makes effective use of resources, such as training and workshops to develop her knowledge and skills. For example, the childminder has completed a National Vocational Qualification at level 3 in childcare since her last inspection. As a result, she has developed her understanding of supporting and encouraging children's learning and development. The childminder monitors and records children's development through pertinent observations, clearly identifying their next steps. These reflect the progress children are making after a short while in the childminder's care and how effective the extensive settling in process has been in helping children feel secure. The childminder develops supportive and strong relationships with parents. This results in parents feeling reassured and information being shared well. Parents praise the childminder highly and comment that they are impressed by her patience, knowledge and willingness to get to know their child. They comment that the childminder visited them in their home to get to know their child prior to the commencement of the childminding arrangement. The childminder effectively involves parents in many aspects of children's care and learning. However, systems are not yet fully developed to encourage parents and other carers to contribute to observations, assessment and future planning.

The childminder's family home is welcoming and space organised appropriately for children to play, eat and sleep comfortably and safely. Recent redecoration in the home has had some impact on how some space in a particular room is organised. However, the childminder has reorganised space to make sure the room at the front of the house used for play and rest is welcoming and child-orientated. A good selection of play materials appropriate to children's age and stage of development, are set out on the floor for them to explore. These include resources reflecting differences, diversity and children's own culture, supporting their understanding of each other and the wider world. The childminder regularly visits local parents and toddler groups providing opportunities for children to gain confidence in a larger group of children. There are no children currently attending who also go to other settings, such as pre-school groups or nurseries. The childminder is aware of the need to work in partnership with other settings if this occurs in the future, to promote a shared approach to children's learning.

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

Children are developing a strong sense of security and of their own belonging in the childminder's home. For example, the childminder creatively presents children's family photographs in small books and on laminated sheets. These attract children's interest and exploration, helping them to develop a sense of self and

providing reminders of home. Children are developing a secure range of skills they will use in the future as they explore and gain confidence and independence. They listen, communicate and excitedly make their own feelings and choices known. Children respond to the constant praise, positive language and encouragement from the childminder, beginning to recognise when they have done well.

Children share warm affection with the childminder and receive constant reassurance from her close and supportive presence. They are beginning to develop awareness of their own safety, as they explore and use toys with gradually increasing confidence and care. For example, they are developing an understanding of how to handle toys and materials exploring things with their hands and mouths. Children carefully explore push buttons on an interactive toy. They realise by pressing on the buttons they are generating sounds and repeat the action. Children sit cosily on the childminder's lap looking at photographs of themselves and their families in their own picture books. They gradually handle the books with increasing confidence and use small physical skills to turn pages carefully. Children explore their surroundings, feeling different textures, such as laminated sheets with their photographs on, and stroking the wooden floor near where they are sitting.

Great emphasis is placed by the childminder, on following young children's individual routines and familiar home practices providing constant reassurance and continuity. For example, the childminder provides the same toy that is a particular favourite at home. Children recognise the toy, excitedly holding it close to them and exploring the toy with their mouths. The childminder follows feeding routines and positions she has observed during her home visits to children's homes, creating a cosy position for children to have their bottle on her lap. Children respond to the quiet and calm atmosphere created by the childminder. Gradually they increase confidence as they reach out for near by toys. Children are developing skills of coordination, control, manipulation and movement as they move, pick up, press and hold toys. Children vocalise, developing their communications skills, making different noises which the childminder echoes back. They are learning to be sociable and interact with others outside their family. For example, they watch the childminder intently when sitting facing her, copying her facial movements and expressions.

Children experience good hygiene practices that encourage awareness of their own hygiene. For example, during nappy changing routines, having their hands and faces cleaned and watching the childminder wash her hands. They enjoy the healthy food their parents provide and sit comfortably and safely in a high chair while the childminder feeds them. Children have daily outings and fresh air and are gradually developing their large physical skills through independent movement, and beginning to pull themselves up on low furniture.

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	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	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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