

Inspection report for early years provision

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Inspection date	24/06/2011
Inspector	Kim Mundy
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 2001. She lives with her partner, baby and two children in Hanwell in the London borough of Ealing. The whole of the ground floor of the property is used for childminding purposes and there is a fully enclosed garden for outside play. The childminder walks and drives to local schools to take and collect children. She attends the local parent and toddler group. The family have a cat and fish as pets.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age range. She is currently minding three child in this age group. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are helping themselves to some toys and resources as they make satisfactory progress in their learning and development. The childminder's planning and observational assessment is underway. Overall, the required paperwork is in place to promote children's safety and welfare. The childminder establishes trusting relationships with parents and keeps them informed about their child's day. She evaluates her childminding service and is keen to make continuous improvement to benefit the children.

What steps need to be taken to improve provision further?

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

- request written parental permission at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future. (Safeguarding and promoting children's welfare)
- 08/07/2011

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

- develop further the planning and observational assessment processes and enable parents to become fully involved in their child's continuous learning and assessment records
- provide a wider range of apparatus to help children to develop their physical skills

- review the organisation of snack and story times, and make better use of the space available to meet the children's individual needs.

The effectiveness of leadership and management of the early years provision

The childminder has a satisfactory knowledge and understanding of the indicators of abuse and the procedures to take to safeguard children. Adult household members have Criminal Records Bureau checks in place. Children are able to play safely on the premises and outings, because the childminder carries out appropriate risk assessments. Overall, children's health is suitably promoted; the childminder holds a first aid qualification so she knows what to do in the event of an accident. However, the legal requirement to request written parental permission to seek necessary emergency medical advice or treatment is not in place, which impacts on children's health in the event of an emergency.

The childminder has systems in place to monitor and continuously develop her childminding service. Parents' comments in questionnaires demonstrate that they are pleased with the childminding service they receive. In the main, the childminder provides a service that is inclusive for all children. However, the childminder does not make the best use of the space available to set up a wider range of activities for children to choose from.

The childminder establishes positive relationships with parents and carers. A daily verbal exchange of information keeps parents up to date with their child's routine and achievements. However, parents are not fully involved in their child's continuous learning and assessment records. The childminder's paperwork is suitably organised and relevant policies and procedures are shared with parents. As the need arises, the childminder initiates links with the children's school, which helps to provide continuity of learning and care.

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

Children have warm and close relationships with the childminder who is kind and caring. Her planning and assessment procedures are underway and children's next steps for learning are identified. The childminder uses open questions to help children to develop their speaking and listening skills. Their early mark-making skills are increasing as the childminder encourages the use of pencils and crayons. Children increase their problem-solving skills as they fit puzzles together and build with bricks. They are being creative as they paint and stick. Children are learning about the world in which they live, for instance, as they play with some multicultural toys and resources.

The children are beginning to learn right from wrong and the childminder handles different behaviours consistently. At times, the frequency of managing children's behaviour impacts upon their own and others' learning. In addition, story time

organisation does not always meet their individual needs. The childminder praises the children, which helps them to develop confidence and self-esteem. Their feeling of safety and security is enhanced by the provision of a familiar daily routine.

Overall, children follow routines that support their health and well-being, such as hand washing. At lunch time, the children sit at the table to eat comfortably. However, snack time arrangements do not always meet the children's individual needs. The provision of food is negotiable; the childminder is happy to provide a range of healthy snacks and meals. Children help themselves to water during the day when they are thirsty.

Children enjoy outings to pre-school groups and parks to broaden their experiences and socialise with others. At the park, they learn about living things as they feed the ducks and they develop their physical skills on the swings and slides. However, there are too few resources to help children to develop their physical skills in the childminder's garden. Children learn about road safety when out and about in the community and practise the fire evacuation procedure so they know what to do in the event of a fire. The childminder is warm and caring, which means that children are comfortable and relaxed in her 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	3
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

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	3
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:	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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