

Inspection report for early years provision

Unique reference number	138748
Inspection date	14/07/2009
Inspector	Kim Mundy
Type of setting	Childminder

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.

Description of the childminding

The childminder was registered in 1993. She lives with her husband and two children in Ruislip Manor in the London borough of Hillingdon. The whole of the house is used for childminding and there is a fully enclosed garden for outside play. The family has no pets. The childminder walks/drives to local schools to take and collect children.

The childminder is registered to care for a maximum of six children at any one time, of these three may be in the early years age range. She is currently minding three children under five. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Children settle exceptionally well and are very happy, confident and eager to learn. They make excellent progress towards the early learning goals because the childminder plans and provides an excellent range of activities that meet their individual needs. She promotes a highly inclusive provision, ensuring that all children and their families feel valued. The provision for their safety and welfare is exemplary. The childminder is enthusiastic and fully committed to continually monitoring and evaluating her service to maintain this high quality childcare.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- include the safe use of the trampoline in the risk assessment.

The leadership and management of the early years provision

All children are made to feel extremely and equally welcome, and each child is highly valued as an individual. The home is very clean, spacious and maintained to a high standard. A wealth of written policies are in place, which are highly reflective of the quality of care offered and effectively support children's care and safety. The childminder holds a current first aid certificate and has effective systems in place to administer and record any medication and first aid. Children are safeguarded because the childminder has a very clear knowledge of child protection procedures and is aware of her responsibility to refer any concerns. She has an excellent awareness of safety issues and is extremely vigilant in her supervision of the children. Risk assessments are carried out for both the premises and outings. As a result, children are cared for in a very safe and secure environment. Consent is obtained from parents for their children to go on the trampoline and the childminder has secure verbal safety guidelines in place for its

use, although this is not included in the risk assessment. The childminder has a very good range of nursery furniture to meet the needs of younger children. For example, a highchair, buggies and travel cots to enable them eat and sleep comfortably.

The childminder successfully recognises her own strengths and weaknesses, and considers how she will continue to improve her practices, for example, through attending training courses. She has completed the recommendation from the last inspection by providing more resources to promote children's understanding of diversity.

Partnership with parents and carers is excellent. All necessary paperwork required to promote the welfare, care and learning of children is in place and is well organised. The childminder gathers detailed information about children's development when they first start, as well as any specific requirements to support their welfare and routines. This ensures individual routines and needs are met, and promotes inclusion for all. The childminder provides progress reports for parents, which are significantly linked to the early learning goals outcomes. She takes photos of the children during activities each day to share with parents when they pick up their children. Positive comments from parents include 'It is evident that our child 's individual needs are being met and that she is helped to reach her full potential through well planned and stimulating activities' and 'Our child is very lucky to have such a fantastic childminder'.

The quality and standards of the early years provision

The childminder plans and provides an excellent range of activities both in and outdoors, and within the local community, which helps them to make considerable progress in all areas of learning. Settling-in arrangements enable parents and children to get to know each other well and this successfully eases children's transition into the care of the childminder. High quality toys and resources are beautifully presented and well laid out with space for children to explore and investigate. Children's individual files clearly show how they are learning and developing, and what they are working towards next. The childminder sets up the playroom in advance, which entices children to play. They are actively involved and show curiosity as they seek out further resources.

Children have excellent opportunities to recognise colours, shapes and numbers, for example, as they build towers with bricks, post shapes and fit puzzles together. Paper and pencil materials are available to enable children to practise their mark making skills. Boys and girls achieve equally well because activities are designed to appeal to their different interests. Children are listened to and their communication skills are well promoted as the childminder commentates, asks questions, echoes speech and positively responds to their gestures and sounds. In the garden, children have opportunities to increase their physical skills as they ride tricycles, climb, balance, slide and play a variety of games. They also have fun in the ball pool and when blowing bubbles. Children are finding out how to care for living things as they plant and water tomatoes and sweet peas in the garden. They are developing an awareness of diversity within our society as they access a range of

resources that reflect positive images of other cultures, disability and beliefs. Children learn about their local community on visits to the library, farm, park and duck pond. They also have time to relax as they listen to stories, such as 'Hatch Egg Hatch. The childminder spends all her time playing and interacting with the children, which ensures they are absorbed, happy and well-occupied throughout the day.

Children's health is promoted as the childminder sustains excellent levels of hygiene throughout her home. There are very good hand washing routines after nappy changes and before the preparation of food. On arrival, children remove their shoes and from a young age they begin to dress and undress themselves. Brushing their teeth after meals also reinforces good hygiene practices. Children help themselves to tissues and discard these in a hygienic manner. Healthy snacks are provided by the childminder, such as a variety of fresh fruits and parents generally provide packed lunches for their children. Children's safety is paramount and they are learning to keep themselves safe. For instance, after a plug is taken out of the wall a young child immediately takes the childminder by the hand to the electrical socket saying 'plug, plug'. The childminder oversees children's safety at rest times as she observes them on the visual monitor.

Children follow their individual daily routine, seek comfort and cuddles, and through using gestures make their needs known. Their self-esteem and well-being is significantly promoted because the childminder offers lots of praise and encouragement. This helps them to feel good about themselves, for instance, as they tidy away bricks into a box. They are developing a sense of right from wrong as the childminder uses age appropriate management behaviour strategies that are consistently applied. The childminder also adapts many activities to enable all children to achieve. For instance, by adapting story times for younger children who are unable to concentrate and listen to a whole story. The childminder's enthusiastic commitment to children means that they are exceptionally well cared for and are making excellent progress in their development.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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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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