

Inspection report for early years provision

Unique reference number	143720
Inspection date	09/09/2009
Inspector	Siobhan O'Callaghan
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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 September 1999. She lives with her husband and two adult children in a three story town house in a residential cul-de-sac adjacent to the River Thames in Fulham. Local transport facilities and parks are close by. The local authority is Hammersmith and Fulham. The whole of the ground floor is used for childminding purposes and one bedroom upstairs is available for babies to sleep. There is a fully enclosed patio area available for outside play.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register to provide care for a maximum of four children under eight years at any one time, of these, not more than three may be in the early years age group. She is currently caring for three children in the early years age group. One child attends full-time whilst the other two children attend on a part-time basis. The childminder walks to local schools to take and collect children. She helps to run a local childminding network group for children and their carers. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a welcoming and inclusive home environment for children where due consideration is given to meeting their individual needs. Children are making good progress in their learning and development as the childminder effectively plans activities and experiences that capture their interest and thus motivate them to learn. Successful partnerships with parents and the local nursery school where children attend further promote continuity of care and learning. Children's welfare is protected through many positive policies and procedures which overall help to keep them safeguarded. The childminder demonstrates the capacity to continually improve which is evidenced in her reflective self-evaluation of her practice. She is enthusiastic to instigate improvements to her setting which in turn enhance outcomes for children.

What steps need to be taken to improve provision further?

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

- carry out and record a full risk assessment for each type of outing and review it before embarking on each specific outing (Safeguarding and promoting children's welfare).

23/09/2009

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

- develop further ways in which parents are supported and encouraged to contribute to their children's assessment records.

The effectiveness of leadership and management of the early years provision

The childminder has developed a broad range of good quality records, policies and procedures to support the safe and efficient management of the Early Years Foundation Stage (EYFS). Children's personal safety and well-being are promoted through the childminder's secure knowledge and understanding of safeguarding procedures. She has in place clear risk assessments for her home to ensure that children access a clean, comfortable and secure home environment. Children are involved in regular emergency evacuation drills to teach them about the importance of keeping safe from possible dangers. The childminder demonstrates a good understanding of keeping children safe when on outings; however, she is yet to implement risk assessments for all the many trips that she embarks on with the children.

The childminder is committed to implementing improvements to her provision. She has recently completed a Quality Assurance Scheme 'Children come first' and is an enthusiastic member of her local childminding network. Children benefit from the childminder's proactive approach to keeping her knowledge and skills up-to-date. Recent training within the EYFS has led to improvements in the programme of activities that children enjoy. The childminder is now focussed on giving due emphasis to all aspects of children's learning as she successfully plans her activities and experiences around the early learning goals. Although the childminder is not currently caring for children with special educational needs and/or a disability she has attended recent training within this area to ensure that she can provide an inclusive service to all families. The childminder has competent knowledge and understanding of the importance of promoting equality and diversity within her provision. She values children's home backgrounds and meets their individual requirements through her daily practice and through the resources and experiences that are presented to them. Children independently access a well-organised environment where they have the freedom to move from the indoor play area to the outside play space. They are presented with a good range of resources to meet their age and stage of development.

The childminder values working in partnership with parents and other establishments involved in the children's care. Parents are provided with good quality information about the early years provision and have regular opportunities to discuss all aspects of their children's care and learning. Parents are invited to look at their children's assessment records and examples of their work during three monthly reviews, although, as yet they do not have the opportunity to add their own observations and suggestions to these. The childminder has formed positive links with the local nursery that children attend; information is shared with regards to topics followed at nursery as well as general information about the children's well-being at school. It is evident through discussions with parents and comments recorded in parental questionnaires that they are very happy with the care and

education their children receive. Parents comments 'My child has come on leaps and bounds since being with the childminder' and 'I am very pleased with the progress that my child has made during her time with the childminder, we work well together to ensure my child learns and has fun.' These strong partnerships contribute towards children receiving consistent care.

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

The childminder organises an accessible learning environment for both the younger and older children within her care. This means that all children develop independence skills as they have opportunities to make choices about their play. For example, children are extremely busy as they engage within self-chosen pursuits; they love the freedom of moving from the garden into the kitchen where they can help themselves to resources of their choice. All children are supported to be actively involved in activities as the childminder sensitively supports and extends their play. Older children are delighted to explore the plants in the garden and excitedly announce that they can see new roots coming from the earth. Children's requests to water the plants are quickly responded to. Younger children who are just learning to walk are keen to practise their skills as they climb up and down the small step into the garden. The childminder is close at hand to offer support whilst also allowing the children to develop their confidence in consolidating their newly learned skills. Older children are keen to participate in table-top games such as completing puzzles. They demonstrate excellent concentration and perseverance as they stay on task for considerable amounts of time. The childminder praises their efforts and thus reinforces a positive self-esteem.

The childminder plans effectively to meet individual children's needs by recording observations of their progress and development and then using this information to plan for their next steps in learning. It is evident that children are making good progress as the childminder skilfully extends their learning through everyday experiences. For example, children enjoy the challenges of counting the tall towers they have made with construction bricks and finding the correct shapes to fit into the shape sorter. They are confident to articulate their wishes with regards to wanting the childminder to be involved in their role-play scenarios and creatively implement purposeful play. Children have many opportunities to be outside in the fresh air and to be active as they walk to local toddler groups and parks. They learn about the local community through their daily walks and through topics which enhance their understanding of the wider world.

Children's well-being and safety is given due emphasis as they learn through their routines the importance of keeping safe and behaving in responsible ways. It is evident that children feel extremely secure and settled within their environment as they happily say goodbye to their parents when they are dropped off in the morning. Children warmly approach the childminder for cuddles and attention as they happily engage in both adult-led and self-initiated play. Children are beginning to understand and adopt healthy habits as the childminder supports them to take care of their personal hygiene needs. She encourages them to

understand and enjoy the importance of eating a healthy diet. Children enjoy their time with the childminder whilst learning important skills and positive attitudes which supports their future success. They behave well as they learn to respect each other as they share resources and begin to understand and value their differences. Children are well prepared for moving onto nursery and school as positive partnerships enable a smooth transition.

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

How effectively is the Early Years Foundation Stage led and managed?	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	2
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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----