

Inspection report for early years provision

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Inspection date	28/03/2011
Inspector	Katie Dempster
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 1994. She lives with her husband and adult daughter in Edgware in the London borough of Harrow. 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 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 aged under eight years at any one time, of these 3 may be in the early years age range. This number may be increased when the childminder works with her assistants. She is currently working with two assistants and minding 12 children in the early years range. She also offers care to older children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a warm, welcoming environment where they have access to a wide range of activities. These are age-appropriate and good quality. The childminder has a good understanding of how children learn and develop and uses this knowledge to observe and evaluate children's learning to plan the next steps in their development. Excellent adult interaction and support results in children achieving highly in their learning and development. Good partnerships with parents are established to help her to meet the individual needs of all the children and they are offered some useful information about their children's learning. Self evaluation systems work effectively; the childminder accurately identifies the strengths and weaknesses in her provision and builds upon this with well-targeted areas for development.

What steps need to be taken to improve provision further?

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

- update documentation and information shared with parents to ensure links are made to the Early Years Foundation Stage so that parents can see their children's progress towards the early learning goals clearly

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of safeguarding, which ensures that children are well protected. She has completed safeguarding training and has a

good awareness of possible signs and symptoms of abuse and neglect. She has a written child protection policy which is shared with parents. In addition, the childminder ensures her assistants are also aware of the processes to follow in reporting concerns. Effective safety procedures implemented by the childminder ensure that children remain safe at all times. For example, daily checks of the setting are carried out by the childminder and both assistants and formal risk assessments have been completed for all areas of her home. Safety precautions have been installed such as a stair gates and socket covers, this further promotes a safe environment.

The childminder offers an inclusive service and welcomes all children into her care. All children are treated with respect and as individuals. The childminder knows the children well, and uses this information to meet their individual needs, likes and dislikes. Children have opportunities to socialise with their peers and the adults caring for them. There are resources available that reflect positive images of diversity, for example books and puzzles and children engage in festivals and other celebrations. For example, during Diwali children join in with making Rangoli decorations and make diva candles. The childminder has also done decorative Mehndi henna designs on the children's hands, as traditionally done during the festival. These activities combine to support children's understanding and awareness of other people's differences and similarities. Children are able to easily access the available resources from low level storage containers and shelves, supporting their independence skills.

Effective partnerships have been established. Parents are given daily feedback and are kept up to date on their child's development. They are given ideas and suggestions for continuing activities at home to help children progress in all areas of their learning. Keeping parents involved in their children's development is highly beneficial as it facilitates continuous learning and maintains good communications between those caring for the children.

The childminder has made links with other settings and schools the children attend, gaining information about curriculum plans in order to complement this within her own planned activities. The childminder is also aware of the importance of sharing information with other professionals or agencies who have contact with the children, to provide continuity of care and to ensure children make full progress in their development.

The childminder has the necessary skills to self-evaluate her practice. With her assistants, they reflect on activities and assess whether planned learning outcomes were met. Feedback from parents and testimonials allow the childminder to provide care which is responsive to parents' views. In this way, the childminder is able to identify areas for development to build upon her existing good practice. For example, by developing the system in place for assessing children's progress against the development matters.

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

Children are happy, content and progressing very well towards the early learning goals. The childminder and her assistants carry out regular observations of the children, using this information to complete learning records for each child. Gaps in learning are then highlighted and activities are planned to meet their individual needs. The childminder and assistants know the children very well and plan activities according to their interests, increasing learning outcomes. Teaching techniques are excellent in capturing children's attention and taking opportunities to further learning. For example, the use of regular open ended questions, asking about numbers and colours during activities and using group circle time to read interesting and educational books together. Children show impressive progress across the areas of learning, for example, from a young age they are able to put puzzles together, showing good hand eye co-ordination, they are able to count far beyond 10 and demonstrate an understanding of calculating showing excellent mathematical thinking. They confidently stand and talk or sing in front of the group, with lots of praise and attention from the childminder and assistants. This enthusiasm from the adults helps build children's feelings of self worth and importance. They thoroughly enjoy the cuddles and affection they receive, building on the trusting relationships established.

The childminder and assistants very effectively support children's understanding of healthy lifestyles from a young age. For example, at circle time they engage in discussions and do actions linking to healthy habits. They all pretend to wash their hands, the childminder says, 'make sure you get in between your fingers'. They then pretend to sneeze and all cover their mouths with their hands, talking about germs. Finally they brush their teeth and talk about staying clean and healthy. Babies also join in with this, enjoying watching the children do the actions. They then practise this during the course of the routine activities of the day.

High importance is placed on children learning about keeping themselves safe. Regular discussions take place, for example, at circle time they discuss the colours of the traffic lights and what they mean. This creative and interesting way of discussing safety topics helps children learn and understand in meaningful ways how to keep themselves and others safe. Children are extremely well behaved, show kindness to one another and display excellent manners. The childminder and assistants act as good roles models, they remain calm and use positive language to reinforce good behaviour.

Children are treated with respect and gain high self-esteem as they are given much praise and encouragement, from the childminder and the assistants. They learn about sustainability as the adults around them talk about importance of not wasting food. Furthermore, they learn about those people in other countries that have less to eat and who are less fortunate than ourselves. This helps children learn about the wider world and to develop the skills necessary for their future.

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	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
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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	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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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