

Inspection report for early years provision

Unique reference number	147995
Inspection date	22/04/2009
Inspector	Caren Carpenter
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 1995. She lives with her husband and two children in a four bedroom house which is located within the London borough of Harrow. The whole of the ground floor is used for childminding. There is an enclosed outdoor play area. There are two steps to access the premises.

The childminder is registered to care for five children under eight years at any one time and is currently caring for four children in the early years age group. The childminder is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register.

The childminder takes and collect children from local schools. The childminder takes children to the local parks, toddler groups and the local library. The childminder has a cat.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder provides effective care and education for children in the Early Years Foundation Stage. She promotes the children's welfare successfully, ensuring that they are safe and secure at all times. Children are happy and settled because the childminder understands that they are all unique and are individuals. The childminder is able to evaluate the strengths and areas for improvement in her provision and strives to improve the support and experiences she offers to children in her care.

What steps need to be taken to improve provision further?

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

- continue to develop systems to liaise with other settings delivering the Early Years Foundation Stage that children attend to ensure progression and continuity of care and learning
- involve parents more effectively in assessing children's starting points.

The leadership and management of the early years provision

Children are safeguarded and their overall welfare is effectively promoted by the childminder. The childminder creates a secure and welcoming home for the children. She has a written risk assessment in place and minimises potential risk by checking her home daily and assessing risks to children when they are outside of the home. In addition, the childminder has a good understanding of child protection issues and understands the importance of reporting child protection concerns.

The childminder ensures the continuous improvement of her provision by assessing

and recording what is being done well and what needs to be improved. She organises her home and play resources very well to encourage children's independence. For example, children choose from an exciting and stimulating range of toys that are presented within their reach. Flexible daily routines are planned to provide a well-balanced day for the children to have a wide range of experiences, both in the home and the local community.

The childminder is committed to ensuring that her service is inclusive for all families. She has effective systems in place to share information with parents. She talks to parents before children attend her setting in order to find out about their children's individual needs and any relevant information relating to their children's abilities. Parents are well informed through the comprehensive records she keeps and the clear written policies she provides them with. They are kept well up-to-date of their children's achievements and are provided with written progress reports. However, the childminder does not yet use children's starting point to plan for their learning and development. Written comments from parents say the childminder is warm, caring and trustworthy. They are incredibly happy with the care she provides, their children adore the childminder and she is a huge support to them.

The quality and standards of the early years provision

Children are very happy in the childminder's care. They are busy and curious and enjoy investigating and exploring the wide range of play resources that are available to them. The childminder skilfully recognises each child as an individual and provides activities to meet their specific needs.

The childminder takes individual children's interest into account when planning activities, and planning effectively includes the six areas of learning.

Children clearly enjoy their time with the childminder. They are engaged, happy and interested and are learning through their play. Children thoroughly enjoy their time outdoors using a range of outdoor play equipment confidently, such as the swings, climbing frame and the slide. They jump and bounce and on the large enclosed trampoline excitedly, developing their large muscle skills.

The childminder plans good opportunities for children to visit various places of interest and to participate in a wide range of interesting activities. For example, they enjoy trips to the Tate gallery, Odds farm and the local toddler groups. Children have good opportunities to participate in the local library summer challenge. For example, they read a selection of books and are rewarded with certificates and medals for their achievements. This contributes effectively in promoting their communication and language skills.

Children's ability and involvement in different activities is observed and recorded using photographs of them participating in a stimulating range play and learning experiences. The childminder is beginning to make links with the school that the children attend to exchange information to ensure continuity of children's learning and development.

Children enjoy healthy and nutritious meals and snacks that support their individual dietary needs, such as a variety of home cooked meals and a selection of fresh fruits daily. In addition, the childminder offers regular drinks through out the day. Children gain an awareness of their own health and hygiene through daily routines, such as washing their hands after outdoor play and before eating.

Children are sociable and confident with the childminder and visitors. They play cooperatively with others and are learning to share and take turns. The childminder understands how to manage children's behaviour appropriately for example; she praises children's achievements promoting their confidence and self-esteem. She recognises the importance of having a consistent approach and works closely with parents in order to achieve this.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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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