

Inspection report for early years provision

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Inspection date	15/02/2011
Inspector	Jane Nelson
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 2000. She lives with her partner, adult son, and three children aged 12, six and five years, in a house in Twickenham in the London borough of Richmond Upon Thames, close to shops, parks, schools and public transport links. The ground floor of the house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of four children, under eight, three of whom may be in the early years age range, at any one time. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. She is currently caring for two children in the early years age range who both attend on a part time basis and two school age children who attend before school only. The childminder collects children from the local school and makes use of local resources, such as, parent and toddler groups.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder's knowledge of individual children, their home routines and their patterns of attendance are reflected in how she plans and organises the time they spend in her care. The required records and documentation are in place and contain the necessary information. Self-evaluation is used by the childminder to identify her training needs however is not yet fully extended to include all areas of her practice. Positive relationships with parents are promoted and result in good communication.

What steps need to be taken to improve provision further?

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

- develop the use of self-assessment and reflective practice to identify and focus areas for future development
- develop further the systems to observe, monitor and record children's development, including identifying children's next developmental steps

The effectiveness of leadership and management of the early years provision

The childminder uses risk assessments effectively to monitor safety issues in the home, according to individual children's ages and stage of development. The required record is maintained and has been extended to cover any regular outings. The childminder understands issues relating to child protection, her responsibilities

and the procedures to follow if concerns arise or should an allegation be made relating to herself. She has arranged to attend training in this area to update and increase her knowledge.

The required records and documentation are in place and contain the necessary details. The childminder has recently reviewed and updated some documentation. A good commitment to ongoing improvement is demonstrated by the training the childminder has attended in the past and training she has identified and booked to attend in the near future. She has sought advice from the local authority and begun to use self-evaluation effectively, for example to identify her own training needs and where documentation needs reviewing. Although this is not yet extended to include the use of reflective practice and identify all areas for future development.

The childminder's home is welcoming and family orientated, with space for children to play, eat and rest comfortably and safely. A good selection of play materials and equipment are provided for different age children and set out attractively on low shelving and surfaces in the living room, that older children can easily access. Toys for babies are set out on a blanket on the floor in the living room to attract their attention and interest. The childminder plans her daily routine according to individual children's age, stage of development and attendance pattern. For example, home based play and activities take place when younger babies are present, according to their feeding and sleep routines. The childminder combines a range of home based play experiences with use of resources in the local community, such as, drop in playgroups when the times of operation coincide with children's attendance.

Positive relationships with parents are promoted and result in good communication. A good two way flow of information between parents and the childminder, regarding how children have been since they last attended, and any minor changes to feeding and sleeping patterns, helps the childminder to follow familiar practices and routines that reassure children. The childminder liaises closely with parents and if appropriate has on occasions, made a home visit to children's own home, enabling her to recreate familiar surroundings in her own home, for very young children. When needed, information is shared with parents during the day via text communication and phone calls to update them on any issues that arise. Some written information is exchanged and the childminder is in the process of developing the use of daily diaries and developing her system to record information relating to children's development. Parents and older children's views are sought through the use of questionnaires and responses are positive. Parents comment that their children are happy and refer to the happy family atmosphere of the childminder's home. The childminder is aware of the need to work in partnership with any other settings children attend.

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

Children have access to a good range of experiences and home based play that encourages their learning and development and helps them develop skills they will use in the future. They benefit from warm and affectionate interaction with the childminder, providing comfort and reassurance and helping children feel safe and secure. They demonstrate that they feel settled in her care by cuddling into her while sitting on her lap, reaching out to her, smiling and vocalising.

Great emphasis is put on children's emotional development and encouraging a feeling of security. For example, individual home routines and familiar practices are followed by the childminder, with particular regard to feeding, sleeping and comforting children when they are distressed. A comfort blanket provides familiar smells and textures that children stroke and rub against their face. The childminder knows that this provides security at certain times, when gently covering their face. Children are interested in a range of toys set out on a blanket on the floor, they lie on the blanket, increasing their mobility as they roll themselves over and reach out for a nearby toy, stretching their arms and lifting their legs as they reach for the toy, and touch a mirrored surface gradually turning the toy around. They explore different textures in a cloth book and listen to the rustling sound a page makes when the childminder squeezes it between her fingers. Children explore different shapes on rattles and teething rings, holding toys tightly with both hands, moving their hands and shaking toys and feeling the different shapes and surfaces. The childminder sensitively recognises when children may be unsettled or not feeling well and provides close physical reassurance, trying various tactics to comfort them, and distract their attention with toys and books. Gentle music plays in the background creating a calm and reassuring atmosphere. The childminder talks about what she and the children are doing, using a gentle, reassuring voice and maintaining close eye contact with children, changing sitting positions which she thinks they may find more comfortable. Children sit cosily on the childminder's lap to have their bottle, which parent provide, and are then settled comfortably for a short nap.

Children have opportunities to experience their local community. For example, they take part in routines that will become familiar as they get older, such as, the daily school run to and from the local school with the childminder and her children, tucked up cosily in the buggy. Opportunities are provided for children to socialise in a larger group of their peers, such as, visits to local pre school groups, according to children's age and pattern of attendance. Children are beginning to learn about the wider world through discussion and experiences relating the topics the childminder's own children are learning about at school, such as, Chinese New Year. They see differences and diversity reflected in the range of books, play figures and resources they use in the childminder's home.

Children are developing an awareness of good hygiene procedures, through practices that are part of the daily routine. For example, they see the childminder frequently washing her own hands and she talks about making them comfortable during nappy changing. Children's physical development is encouraged through

daily outings to local parks or on the school run and opportunities to play in the childminder's garden.

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	3
The effectiveness of partnerships	3
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	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

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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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