

Inspection report for early years provision

Unique reference number	510973
Inspection date	31/10/2011
Inspector	Carol Willett

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 assesses 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 0300 123 1231, 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.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 1992. She lives with her husband, adult son and 13 year old child in a house in Whitton, in the London borough of Richmond. The ground floor only of the childminder's house is used for childminding. Children sleep in the front sitting room and there is access to toilet facilities downstairs. There is a fully enclosed garden, which together with local parks is used for outside play. The family have two guinea pigs and a hamster.

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 up to six children under eight years, of these no more than three may be in the early years age group and of these, no more than one may be aged under one year at any one time. There is no provision for overnight care. There are currently four children on roll, all of whom are in the early years age group. The childminder is a member of the National Childminding Association. She has a Level 3 National Nursery Nurse Examining Board qualification and a Level 4 Certificate in Early Years Practice through the Open University.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, children are very happy content and safe and make good progress in their development. Children significantly benefit from the effective relationships between their parents and the childminder which enables their individual needs to be met well. The caring experienced childminder ensures that all children can take part in all activities and have equal opportunities to reach their full potential. She is very enthusiastic and committed to providing good quality care. She effectively monitors and evaluates her provision showing a good capacity to continuously improve outcomes for children.

What steps need to be taken to improve provision further?

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

- develop further systems for observing and assessing children's progress and use these observations to identify learning priorities and plan relevant and motivating learning experiences for each child, include parents in the process
- develop further the use of the garden and accessibility of toys and resources to support children's learning and development.

The effectiveness of leadership and management of the early years provision

The childminder is very well-organised which ensures children's welfare and safety and learning needs are effectively met. The childminder has a secure understanding of safeguarding issues and how to protect children. She updates her safeguarding training and she has a clear understanding of the indicators of abuse and what to do if she is concerned about any child in her care. The childminder has suitable written safeguarding and complaints procedures and shares this information with parents so they know what to do should they have any concerns. The childminder ensures children stay safe in her care as she completes full risk assessments of her home and for outings and all places visited. Children's health and welfare is promoted well as the childminder has a current first aid certificate and can respond appropriately in the event of an accident. She has effective procedures in place to deal with sickness and to administer medication.

The childminder organises her home well to provide suitable play and rest space for children. She has a secure garden which enables children to play outdoors though it is not used to full effect. The childminder provides a wide range of good quality toys which are set out daily for easy access by children. There are more toys stored in other places and the childminder is considering ways to make these more accessible to increase children's independence and choice. The childminder effectively evaluates her practice completing the online self- evaluation form and seeks feedback from parents to help her in this process. She identifies areas for improvement that will positively benefit children. She is committed to providing good quality childcare and has attended further qualification training to extend her skills and knowledge since her last inspection. She uses this knowledge effectively to improve outcomes for children, such as through the provision of learning development records for children.

Children significantly benefit from the close working relationship between their parents and the childminder. Parents are extremely happy with the care provided by the childminder. The childminder mostly shares information effectively through frequent discussions, phone calls and written daily diaries. However, the childminder has not shared children's written development records regularly with parents so they can be more fully involved in children's learning. She knows each child well and takes positive steps to enable them all to be equally included and valued. The childminder ensures that individual requirements, such as dietary needs are fully catered for. Children are developing an awareness of the diversity of people within their community, through regular outings to toddler groups and parks where they meet other childminders and children. The childminder has generally good systems in place to share information with other providers so that there is a shared approach to children's care and learning. The childminder has a suitable range of appropriate books and toys that provide children with a positive image of diversity. The childminder keeps all necessary records and effectively implements a range of policies and procedures which promote children's welfare and learning.

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

Children show they are happy and confident in the warm, caring, child-friendly family home. They show they feel safe and secure as they freely play and explore and practise their emerging language skills chatting happily to all. Children learn safe behaviour. They talk about road safety and discuss stranger danger and if it is safe to touch dogs they may meet when out. Children practise the fire drill regularly so they are aware of what to do in an emergency. Even young children are developing an awareness of safety in the home as they help pack away toys and try and put them back under the table. The children show they are settled and secure in the childminder's care as they give her hugs and snuggle up with her to look at books and clearly enjoy being with her. Children behave well as the childminder provides a positive learning environment. The childminder provides children with good opportunities to share and take turns. Children interact very well with adults in the childminder's home showing the effectiveness of the way she supports their confidence and self-esteem.

The childminder ensures children play in a clean well-organised environment and they learn about healthy lifestyles. Children learn good personal hygiene routines as they wash their hands and nappy changing procedures limit the risk of cross infection. Currently, parents provide food for their children which the childminder stores appropriately. Children discuss healthy food and the childminder reinforces this as they grow vegetables, fruit and sunflowers in her garden. Children's drinking cups are freely accessible as they learn to recognise their bodies' needs, drinking as they feel thirsty. Children have good daily opportunities to have fresh air and exercise. They play in the garden; go for walks and visit parks and soft play centres to develop their physical skills.

Children enjoy a good balance of self-chosen and adult-led activities. They use their imaginations well as they use building bricks as mobile phones pressing the buttons as they phone daddy. They enjoy role-play with the dolls house and enjoy making cat masks using glue and different materials. Children show good perseverance due to the childminder's interest in their play and individual support. The childminder plans activities using children's interest, for example they visit the zoo and read stories about tigers. Children explore sound with musical instruments and go to the library for music and rhyme time. They use different construction sets and learn to solve problems as they build the train track and link up the carriages. Children develop good skills for the future. They develop good communication skills as they practise emerging language and chatter animatedly. Children enjoy books and cuddle up on the sofa with the childminder as she reads to them. They use electronic resources that help them learn about technology. The children are developing good numeracy and problem-solving skills. The childminder uses number songs to develop skills providing a range of props, such as yellow ducks and a pond. The childminder consistently introduces counting into everyday activities. Children solve problems using resources such as puzzles, games and construction resources. The childminder makes regular observations of their progress which helps her assess what they need to do next. However, she is not wholly confident in this process to fully implement systems for using her

observations to inform her planning.

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
--	---

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
--	-----