

Inspection report for early years provision

Unique reference number	EY136603
Inspection date	04/03/2009
Inspector	Audrey Opal Ufot
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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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 2002. She lives with her partner and children aged 14 years, 11 years and seven years, in Greenford in the London Borough of Ealing, close to shops, parks, schools and public transport links. The whole of the ground floor of the childminder's home is used for childminding, with the exception of the bedrooms. She has a rabbit as a pet.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding four children in this age group. She 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.

The childminder collects children from the local school and attends several toddler groups on a regular basis. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The childminder effectively promotes all aspects of the children's welfare, ensuring this is her first priority. She provides an excellent range of planned play opportunities which ensures individual stages of children's learning and development are met effectively. The childminder provides an inclusive service to parents gathering relevant information when their children first start to ensure each child's care and dietary requirements are met appropriately. The childminder is very aware of the strengths of the service she provides and seeks the views of parents and their children to identify areas for continual improvement.

What steps need to be taken to improve provision further?

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

- update knowledge and understanding in child protection, in particular the Local Safeguarding Children Board issues
- increase dressing-up resources to further promote equality of opportunity

The leadership and management of the early years provision

The childminder has good knowledge and understanding of the Early Years Foundation Stage (EYFS). As a result she is able to provide a range of challenging and stimulating activities which effectively help children of different age and stage of development to make excellent progress in all areas of learning.

Children's welfare is effectively promoted through clear policies and procedures.

The childminder has a good understanding of how to apply these policies into practice and they are readily available to all parents. All information relating to individual children is in place, well maintained and effectively stored to ensure confidentiality.

The childminder use effective methods to identify the strengths and areas for improvement such as seeking the views of parents and children. At the previous inspection two recommendations were made. Parents are informed about risk assessment for outings and their consent has been obtained and recorded at the beginning of childminding arrangements. The childminder has updated her knowledge regarding the Disability Discrimination Act and has booklets in place to use as guidance materials. The childminder works very well in partnerships with parents and others. She has developed links with the local authority, nursery schools and other professional bodies in order to support children with their learning and any specific needs when necessary. The risk assessment systems in place identify safety issues and named parents or carers sign in and out when they bring and collect their children to and from the setting. All adults in the household are vetted and the childminder ensures that children are well supervised at all times. Children are aware of fire safety because they take part in regular fire drills and current public liability insurance is in place.

The quality and standards of the early years provision

Children are comfortable and secure in the childminder's home. They are encouraged to help plan the layout of the learning environment and contribute to tidying away toys. Children make good progress in all areas of their learning and development. The childminder records regular observations of the children through one to one assessments. This also links in with the information parents provide when children first start. She uses this information to assess children's progress to ensure they are striving in their learning with a positive attitude towards the early learning goals. The childminder organises her home so that children can access a wide range of exciting toy resources such as books, construction toys, musical instruments, mark making and numeracy materials which are adapted depending on the age and needs of the children present. Allocated areas have been created in the lounge which makes the areas choosey and enticing to children where they readily go and select their favourite books such as 'Snow White'. With this the childminder encourages children to recall past events in their lives and in those of their families. For example, a child delightfully talk with the visitor about travelling by aeroplane with their Mum and Dad to Iceland where they met 'Santa Claus'.

Children are familiar with the local environment as the childminder regularly takes them on visits to the library, play centre and playgroups where they have many opportunities to celebrate a range of festivals such as Diwali, Chinese New Year and Easter. However, the dressing-up resources indoors is insufficient to extend children's experience and understanding about different cultures. Children have a range of small and large equipments for both indoor and outdoor play to help them gain confidence in what they can do. For example, in the garden, children have access to child size swings and slide, push and pull toys, play bats and balls and skipping games to develop their large and fine motor skills. Children enjoy

their time with the childminder and younger children are very much included and involved in the older children's play. They particularly enjoy building a train track together with the help of the childminder. During this time children learn to fit pieces together to make a whole train track and learn words such as straight, around and develop their communication skills.

The childminder has built a close, loving relationship with the minded children. As a result, they are settled and confident in her care. She engages children in lively discussions to use language such as square, triangle and bigger to describe shapes and sizes during building brick activities. At other times children count reliably up to ten with everyday objects. They also have many opportunities to take part in group cookery activities. Children weigh and measure ingredients and use technology such as a mixer and blender. With this children make tasty fairy cakes and delicious smoothies.

Children take part in activities, some of which are child initiated and adult-led, such as story time. For example, children enjoy listening to and participating at story times. The childminder uses questioning effectively to encourage children to develop their conversation skills such as 'what can you see in the pictures' and 'can you count the animals'. Children point and talk about the pictures of the animals they see in the book such as dinosaurs and penguins. The childminder uses good eye contact with young children whose vocabulary is developing, as she involves them in all activities such as nursery rhyme songs and play peek-a-boo games. They are enjoying themselves as they put their hands over their faces babble and say 'boo'.

The childminder's practice helps to minimise cross-infection. Nappy changing mats and bedding are for the exclusive use of each child. The childminder seeks permission from parents for emergency medical advice or treatment. She has an effective medication policy with records of medication administered. The childminder has a good understanding of the different types of child abuse and is aware of the importance of recording concerns and reporting these to the appropriate agencies. However, she has not yet attended training in the Local Safeguarding Children Board procedures. The childminder is committed to attend training in this area. Parents are fully informed about their children's learning and development and how it links in with the Early Years Foundation Stage Statutory Framework for learning and development. The childminder further inform parents about their children's learning progress through two-way communication link books, developmental records and daily discussions. She has developed links with local nursery school of the currently minded children, local authority and other professional bodies in order to support children in their learning and any specific needs when necessary. The childminder has also built close working partnerships with the local Early Years Support Network.

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?	1
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

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
--	-----

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.