

Inspection report for early years provision

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Inspection date	12/09/2011
Inspector	Jennifer Devine
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 registered in 2003. She lives with her husband and three children aged five, eight and 12 years in Northolt, in the London borough of Ealing. The ground floor of the home is used for childminding purposes and there is an enclosed garden for outdoor play.

The childminder is registered to care for three children at any one time, of whom two may be in the early years age range. She is currently minding two children in the early years age group. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children benefit from the warm and affectionate care the childminder provides. This enables children to feel secure to explore their surroundings and make progress in their development. The childminder has developed a sound understanding of the Early Years Foundation Stage and provides a range of activities indoors and outside the home. However, she is less secure in assessing children's development and in planning activities which fully support their individual learning needs and interests. Most of the required documentation is maintained, although medication records are not been kept. The childminder recognises areas for her continuing development and this demonstrates she has the capacity to make some improvements in the service she provides.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure written records of all medicines administered to children are maintained and parents informed (Safeguarding and promoting children's welfare) (applies also to the compulsory and voluntary parts of the Childcare Register)
- 04/10/2011

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

- match observations of children's play and learning to the expectations of the early learning goals in order to assess the progress children are making and to help in planning appropriate play and learning experiences

- plan activities based on first-hand experiences to encourage exploration and experimentation, such as the use of water play
- provide a varied range of resources which children can access independently to encourage them to experiment with writing for themselves.

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively safeguarded as the childminder understands her role and responsibilities with regard to child protection. She knows the indicators of abuse and the procedures to follow if she was concerned about a child. The childminder ensures her home and garden are safe as she completes daily visual checks of the environment. She has risk assessments in place for the home and for outdoors to ensure hazards are identified and minimised. The childminder does not have robust systems in place for medication administration, and, although she is aware of obtaining parents permission to administer any medication, she has not kept records of when medication has been given. This is breach of requirements.

Play resources are clean and safe. The childminder sets up her room with various toys and resources, enabling children to choose activities. There is sufficient space available to allow children to investigate their surroundings in comfort.

The childminder has developed the self-evaluation process and understands why this is important for her continuous development. She is planning to attend further training courses to extend her knowledge. Overall, the childminder provides an inclusive provision to children and parents. Children are supported as the childminder is generally aware of children's individual care needs and routines through discussion with the parents before their child starts.

The childminder plans trips out to several community groups, such as toddler groups and this helps children develop an awareness of the world around them. The childminder has a small range of multi-cultural resources such as books, dolls and puzzles and this enables children to experience positive images of diversity. Children receive appropriate and consistent care as the childminder has established sound partnerships with parents. The childminder gives verbal feedback to parents everyday on how their child has been, and parents can view their child's observations at any time. Although the childminder does not work with any other agencies currently, she is aware of developing relationships and working together to support children's development when required.

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

Children are cared for in a loving and caring environment in which they feel secure to investigate their surroundings. The childminder has built up good relationships

with the children who are settled and approach her for reassurance and support during the day.

The childminder has a sound understanding of the Early Years Foundation Stage and provides stimulating and exciting toys and activities to ensure children enjoy their time in her care. The childminder maintains observation records and links these to the six areas of learning. However, she does not fully assess children's development to help her in the planning of providing activities and experiences which fully support children's interests. Children thoroughly enjoyed playing outdoors in the garden and were intrigued when they found the hose pipe had left a pool of water. They were keen to explore this further but this was not recognised and additional water resources were not provided to extend their interest. The childminder also lacks some awareness of the importance of planning and providing appropriate resources for differing ages. For example, a cutting activity with cardboard proved quite difficult for the younger aged children. They asked if they could draw and were told that they could draw later. When they accessed the pens and pencils, they really enjoyed mark making and they are developing their pencil control well.

The childminder has a sound understanding of developing children's love of books. She has a generally good selection of age appropriate books and children choose their favourite ones. They sit together with the childminder and enjoy listening to her read. She is skilled in talking to the children and asks them questions to make them think. Children's behaviour is appropriate for their age and the childminder has effective strategies in place by offering lots of praise to them to promote their self-esteem.

The childminder promotes healthy eating lifestyles. She provides home cooked meals which are nutritionally balanced and which meet individual children's dietary needs. They are provided with regular snacks of fruit and their drinks are readily available in their individual beakers. The childminder promotes good hygiene by ensuring she talks with the children about the importance of washing their hands before and after eating their meals. Children have lots of opportunities to develop their physical skills as they go out daily for the school runs and walks to the park.

Children are developing their understanding of keeping safe as they practise the fire evacuation procedures. Children learn about road safety when outdoors and toddlers are safely harnessed into the pushchair. The childminder ensures she talks to children about road safety and always crosses roads at safe points when out walking. They have also taken part in road safety role play at the toddler groups, which supports their understanding. Children demonstrate that they feel secure and safe in the childminder's care as they become absorbed in their play. They smile and laugh with the childminder and are confident to play in the home and explore their surroundings.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
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	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early Years section of the report 04/10/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early Years section of the report 04/10/2011