

Inspection report for early years provision

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Inspection date	31/03/2011
Inspector	Victoria Vasiliadis
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 2003. She lives with her husband and three school aged children in a residential area in the borough of Harrow. Children have access to the ground floor of the home and a cloak room is also accessible on this floor. There is access to a secure enclosed garden for outdoor play.

The childminder is registered to care for a maximum of five children under eight years, of these, no more than three children maybe in the early years age range. There is currently one child on roll within the early years age range who attends on apart-time basis. The childminder is registered on the Early Years Register and both parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children have the opportunity to engage in a variety of age appropriate activities within a safe and secure environment. Children are making good progress in their learning and development and overall planning and assessment processes are effective. The childminder is aware of the children's individual needs and on the whole she has good systems in place to share information with parents and others. Overall, the childminder is able to identify her strengths and areas for development, thereby ensuring outcomes for children continue to improve.

What steps need to be taken to improve provision further?

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

- strengthen the links with the local schools in which the children attend, so that their learning is complemented
- strengthen the systems for reflective practice so that outcomes for children continue to be improved.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of her role in promoting the safety and welfare of the children in her care. As a result, children are cared for in a safe and secure environment. She is aware of the possible signs and symptoms which may be displayed if children are being harmed and the appropriate procedures to follow

should she have concerns. She ensures that children are only cared for by persons who are suitably vetted. There are effective risk assessments in place to ensure that children are not exposed to hazards both indoors and outdoors. For example, hazardous materials have been placed out of children's reach and fire detection equipment is in place. The childminder conducts regular fire drills with the children, which increases their understanding of what to do in the event of an emergency. In addition, the childminder has all of the legally required documents, policies and procedures in place to ensure the safe and efficient management of the setting.

Children are provided with a range of resources, equipment and activities that are fit for purpose, safe and suitably maintained. Self-evaluation is ongoing and continues to develop. In discussion with the childminder she is able to identify her own strengths and areas for development which will improve outcomes for children. For example, she reflects on the activities that she provides for the children, and how she can extend these further to challenge the children's learning. She continues to attend training in order to ensure she remains informed of relevant issues. For example, she has completed a level 3 qualification in professional development for work with children and young people with special needs and she has obtained an NVQ level 3 qualification in Early Years Care & Education. This has had a positive impact on the childminder's ability to plan challenging and relevant learning opportunities for the children.

The childminder has established positive relationships with parents and carers, this ensures that individual children are supported and their achievements promoted. Parents are encouraged to share information verbally about their child, and the childminder is fully aware of the children's backgrounds, dietary and religious observances and cultural requirements. She is also able to speak the home languages of the children; therefore she ensures that the children maintain their home languages in addition to English. Consequently, children feel valued and included. She ensures that parents are kept informed about their children's progress and achievements as she talks to them on a daily basis and informs them that they can access their child's learning journal as they wish. Links with the local school in which the children attend continue to evolve and develop. However, the information exchanged does not always sufficiently focus on fully supporting children's achievements.

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

Children are provided with healthy and nutritious foods such as, curry and rice and fresh fruit and vegetables. Mealtimes are a social event and the children all sit together at the table where they enjoy talking to each other. The childminder works with parents to find out any dietary requirements or other observances that must be respected as a means of ensuring children's health is supported. Children have regular access to the outdoors as they play in the garden or walk home from school, which contributes to a healthy lifestyle. In addition, the children are fully aware of their own personal hygiene and need no reminding that they must wash their hands after using the toilet.

The children are cared for in a safe and secure environment and are learning the importance of how to keep safe. For example, the childminder regularly talks to the children about road safety and involves them in creative activities to help reinforce their understanding. She also talks to them about stranger danger when they are out and about.

The childminder conducts observations on the children's development which she uses to record their achievements. This information is then used to identify the next steps in children's development and learning. Children are valued as unique individuals as the childminder takes into account the children's interests, ages and abilities when planning for them. Subsequently, children are provided with a challenging environment which supports and extends their learning. The children are settled and content in the childminder's care and are involved and engaged as they enjoy making Mothers Day cards for Mothering Sunday.

The children's communication and literacy skills are successfully supported as the childminder provides the children with time and relaxed opportunities to develop spoken language through sustained conversations. Discussions take place with the children where they have to try and solve problems and use their thought processes. For example, children talk about how they will try to keep the Mothers Day cards that they have made, in a safe place in order to surprise their Mothers on Mothering Sunday. They also practise their writing skills as they write messages inside the cards and the childminder assists them in doing this by sounding out letter phonetically. The childminder encourages the children to think about numbers, colours and shapes as she involves them in number games. The children are developing their understanding of technology as they access everyday items within the wider environment such as, pushing buttons whilst at traffic lights.

Children's independence skills are well supported. For example, they are encouraged to take off and put on their own shoes/boots before going into the garden and when helping to tidy away toys. Children receive praise for their efforts and achievements such as, when accurately identifying numbers and shapes, which encourages their self-esteem and confidence. The childminder has appropriate systems in place to manage children's behaviour, which in turn supports their understanding of right and wrong.

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	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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