

Inspection report for early years provision

Unique reference number	EY243185
Inspection date	10/06/2009
Inspector	Christine Bonnett
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 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 two children aged nine and 11 years in Rayners Lane, in the London borough of Harrow. The ground floor of the house is mainly used for childminding and there is a fully enclosed garden for outside play.

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 one child in this age group. She is registered on the Early Years Register, compulsory and voluntary parts of the Childcare Register .

The childminder walks to local schools to take and collect children. She attends local parent and toddler groups. The family have no pets.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are valued as unique individuals by the childminder, who works closely with parents to meet each child's individual needs. A clean and safe environment is provided in which children are looked after with care and kindness. They make progress in their learning and development because of the good range of play experiences available for them. The childminder understands the importance of continuously improving her practice for the benefit of the children.

What steps need to be taken to improve provision further?

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

- continue to develop assessment skills to more readily identify the learning priorities for each child, and how they will achieve them
- further develop the necessary skills for assessing the effectiveness of the setting, leading to the clear identification of targets for future improvement

The leadership and management of the early years provision

The childminder focuses on helping all children make good progress in their learning and development, and promoting their welfare. To ensure this is achieved effectively, she establishes good partnerships with parents to provide appropriate and consistent care for each child.

Children's safety is important to the childminder. She carries out risk assessments on all areas of her home and garden to detect and minimise any potential hazards. She also helps children learn how to keep themselves safe on the road by using resources from The Traffic Club. In addition, the childminder has a good

awareness of child protection matters, including the procedure to follow to report concerns.

The childminder acknowledges that however much experience she has in the field of childcare, there is always scope for improvement. Although she has begun to self-assess the quality of her practice, she recognises that she needs to develop her skills to effectively identify areas of strength, clearly target areas for future improvement, and how best to address them. The childminder has implemented the recommendations made at the last inspection. She has refined her system for recording complaints, and takes the opportunity to attend as many training workshops and courses as possible, which also helps towards ensuring children's well-being is safeguarded.

The quality and standards of the early years provision

Children are happy and content in the care of the childminder because of the warm care and attention the childminder gives them. They build up confidence and good self-esteem, and consequently are able to enjoy the play opportunities available to them. Children's independence is promoted as they choose items to play with from an easily accessible selection. They particularly enjoy sitting on the mini musical roundabout, laughing and squealing along to the music as they go around.

The childminder observes the children at play to assess their stage of development. She then assesses her findings and plans the next step in each child's individual learning journey. Although this is effective, as children make progress, the childminder has identified this as an area to develop to ensure that learning priorities are well targeted to further promote their progress. The childminder has a good understanding of the six areas of learning, and recognises that one well resourced and planned activity can cover all them at once.

Children have plenty of opportunity to learn how to stay healthy. Regular trips to the park and running around in the back garden promotes physical exercise. The meals served by the childminder are healthy, nutritious and take account of particular dietary needs. The menu includes homemade shepherd's pie, casserole and jacket potatoes. In addition, children adopt hygienic practices, such as washing their hands at appropriate times to prevent the risk of cross-infection.

The childminder offers an inclusive service. She gets to know the children well, and plans activities around their interests, likes, dislikes and any specific needs they may have.

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?	2
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

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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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