

Inspection report for early years provision

Unique reference number	EY268032
Inspection date	10/08/2011
Inspector	Kim Mundy
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 teenage child in Northolt in the London borough of Ealing. The whole of the first floor flat is used for childminding and there is an enclosed garden for children's outdoor play. Access to the premises is by use of a staircase. The childminder walks and drives to local schools to take and collect children. She attends the local parent and toddler groups. The childminder is registered to care for a maximum of three children in the early years age range at any one time. She is currently caring for three children in this age group. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, children make good progress as they learn through play. Effective systems are underway for planning and observational assessment, although these are not yet fully developed to support children's progress. Good partnerships with parents contributes successfully to the children's overall well-being. They are safe and secure on the premises and their health is positively promoted. Self-evaluation is effective and therefore, leads to continuous improvement in the childminder's service.

What steps need to be taken to improve provision further?

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

- extend the planning and assessment processes to identify learning priorities and plan for the next stages in their development
- plan time for children to explore and experiment with a range of media, for instance, art and craft materials.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a good knowledge of safeguarding issues and the procedures to follow in the event she suspects a child is at risk. In order to further protect children, adults in the home have suitability checks and visitors are required to sign the visitor's book. The children are exposed to minimal hazards, because the childminder carries out thorough risk assessments for her premises and outings. The childminder makes good use of the space in her home and children have access to a range of good quality toys, equipment and nursery furniture.

Each child is supported, valued and included, ensuring their individual needs are met. They happily play with the good selection of developmentally appropriate toys and learning materials, including those which promote positive images of diversity, for instance, books, dolls and puzzles. The childminder has experience of caring for children who speak English as an additional language. She asks parents for key words in their home language in order to meet the needs of the children whilst they are in her care.

The childminder is able to accurately recognise her strengths and areas for development, and she considers how she will continue to improve her practice. The recommendation from the last inspection has been addressed in terms of improved hygiene routines for children. Parents' views are valued as they complete questionnaires about the childminding service. The childminder attends training courses to further develop her good childcare skills and she keeps abreast of child care issues by reading child care magazines and by liaising with other child care professionals.

The childminder has positive relationships with the parents, as these are well-established through ensuring clear and open lines of communication. Parents' comments are positive about the service they receive. The childminder is committed to building good relationships with others, for example, staff in early years settings and the schools, children transfer to. All of the required paperwork is well organised and maintained accurately. The childminder's policies and procedures are shared with parents and underpin her good childminding service.

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

Children make good progress towards the early learning goals as the childminder effectively uses the Early Years Foundation Stage framework. Systems for planning and observational assessment of children's progress are underway, but do not securely identify future learning priorities. The childminder plans activities based on individual children's interests and developmental stages, which cover all areas of learning. However, children do not spend time exploring and experimenting with art and craft materials.

Children are developing skills for the future as they practise their mark-making skills, when using crayons and pencils. They begin to take an interest in books and story time when the childminder introduces props to capture their interest. Children build on their problem-solving skills and increase their hand eye coordination as they post shapes, fit puzzles together and build with a variety of construction toys. They have fun and giggle as they bang their stacking cups together in time with the music.

Children are learning about the world in which they live as they play with a range of multicultural toys and resources, such as books, dolls and puzzles. In addition, they widen their experiences and socialise with others as they enjoy visits to the library, park and pre-school groups. Children are learning to care for living things

as they observe the squirrels at the park and plant cress in egg shells. A good selection of programmable toys helps children to find out about how things work, for instance, by pressing buttons to play music and to make lights flash.

Children's behaviour is managed effectively through consistent use of age appropriate strategies. The childminder has clear and meaningful written guidelines for acceptable behaviour for children. When out and about in the community, children begin to learn about their personal safety, for instance, as they cross the roads. In the home, they practise the fire drill so they know what to do in the event of a fire and they tidy away their toys so they do not become a tripping hazard.

Children are encouraged to follow good hygiene practices; they learn why they must wash their hands before eating. Good health and hygiene practices are followed by the childminder, which minimises the risk of cross infection. Children are offered healthy snacks, such as yogurts and a variety of fresh and dried fruits. Parents provide their child's meals and on outing days, they provide packed lunches. Children help themselves to their cups of drinking water as they feel thirsty throughout the day. They are developing a positive attitude towards being active as the childminder ensures they have regular opportunities to exercise in the fresh air. They enjoy swinging, climbing and balancing on apparatus at the park. Children enjoy their day with this warm and caring childminder.

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
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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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