

Inspection report for early years provision

Unique reference number	EY270301
Inspection date	14/03/2012
Inspector	Jan Healy
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 one other adult in a ground floor flat in the London Borough of Ealing. The whole of the ground floor is used for childminding, and there is a fully enclosed garden for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of three children at any one time and is currently minding three children, all of whom attend part-time. The family owns a rabbit.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making strong progress in their learning and development. They receive effective support from the childminder, who uses resources and space well overall to enhance learning. Activities are interesting and challenging, which helps the children make continual progression. Safeguarding is given utmost priority to aid the children's welfare and happiness. Partnerships with parents are good overall, and the childminder liaises well with other early years providers to promote continuity in care and education. A successful method of self-evaluation aids the childminder in maintaining good continuous improvement.

What steps need to be taken to improve provision further?

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

- make better use of the outdoor space, for example by providing opportunities for children to express and communicate their ideas, thoughts and feelings through movement
- extend the engagement with parents by inviting them to contribute words from their home languages for the childminder to display

The effectiveness of leadership and management of the early years provision

The childminder promotes children's welfare successfully by updating her knowledge about safeguarding issues. She shares a comprehensive, written policy with parents so that they are fully aware of her responsibilities. The childminder is very clear about her role in managing any concerns. She regularly reviews her risk assessments to promote children's safety appropriately.

The childminder is ambitious and drives improvement successfully. She skilfully and consistently evaluates her own learning through an efficient method of self-evaluation. She actively encourages parents and children to participate in helping her identify her strengths and weaknesses. She uses this process to plan realistic targets to secure continuous improvement for the benefit of the children. The childminder shows she wishes to improve her provision by implementing the recommendation given following her last inspection. She has improved evacuation procedures and organised a place of safety in the event of an emergency evacuation.

Toys and resources are of high quality and are fit for purpose. They are suitable for all children and kept within easy reach, enabling children to select items of their choice so they enjoy their play. The premises are warm, child friendly and conducive to learning. An enclosed outdoor play area allows the children to participate in safe physical play, although the childminder does not use the area as fully as possible to encourage imaginative movement.

The childminder actively promotes inclusive practice. She knows the children well and provides for their individual needs effectively. Boys and girls have equal access to the available resources. Young children are helped to understand diversity through using a wide range of suitable resources. The childminder plans various experiences so that children respond to different cultural events.

The childminder shares a positive relationship with the parents, which is advantageous as together they exchange information about the children in order to meet their differing needs. Additionally, this partnership then allows the childminder to plan for children's interests, and both parties keep each other up to date about the progress the children are making in their learning. The parents speak positively about the childminder and the effort she makes in building a rapport with them. The childminder does not do all possible to involve all parents in her provision, such as by displaying words from parents' and children's home languages and inviting parents to contribute to these displays.

The childminder works effectively with other providers who deliver the Early Years Foundation Stage to enhance continuity in children's care and education. For example, she meets regularly with another childminder with whom she shares care of children in order to take a consistent approach to care and learning. She understands the need to support children's transition into school and has useful ideas about how to achieve this.

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

The childminder has good knowledge and understanding of how young children learn and is able to support their development effectively, overall. She observes children regularly to note their interests, and from this, she plans a wide range of

play activities to further their development. Therefore, children are making good progress in their achievements and enjoy their time with the childminder. For example, she notes their interest in learning new words, and so she extends their vocabulary through the sharing of books, encouraging the participation in role-play and in singing songs and experimenting with poetry.

Regular observations also help the childminder assess children's stages of development. The childminder continually plans a broad range of interesting activities that provide good levels of challenge. She takes children on various outings to explore their local community as well as further afield, such as to a butterfly farm and various museums. Children are active learners and enjoy making choices about their play, such as pretending to be characters of their choice while dressing up. They chat about their lives at home and bring in toys, which they proudly show to their friends. The childminder promotes children's creativity successfully overall, through planned activities such as designing and making gingerbread men, in which the children are keen to participate. Children enjoy engaging in physical activities that help them gain control of their bodies, but are not encouraged to find new ways of moving to express their ideas, thoughts and feelings.

Children are developing useful skills for their future lives, for example in literacy and technology skills. The children enjoy taking photographs and show interest in programmable toys. They are inquisitive and ask questions, which the childminder answers in simple language that all children understand, including those who are acquiring English as an additional language. The childminder is careful to extend their vocabularies further. She sits at the children's level and makes eye contact while chatting to them. This entices children to engage in ever-longer conversations, which helps to further their concentration skills. Children play happily alongside their friends and are learning to resolve situations by themselves, such as learning to wait their turn, from a young age. They help tidy away the toys after play and proudly display their own artwork. The childminder encourages children to take part in activities that are new to them, while reassuring them and praising their efforts.

The childminder places a strong emphasis on children adopting a healthy lifestyle. For instance, she supports children effectively in learning about healthy foods and about how these are beneficial for their health. This she reinforces with visits to a local farm, where they pick strawberries for their snack. Children are physically active, having access to the outdoor play area at all times. They are learning swiftly about the importance of good personal hygiene, including use of paper tissues and washing their hands when necessary. Children are keen to demonstrate an ability to stay safe, such as holding scissors carefully. They are secure in the presence of the childminder, sharing a warm relationship and displaying high levels of self-esteem.

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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