

Inspection report for early years provision

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Inspection date	28/02/2011
Inspector	Christine Bonnett
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 2004. She lives with her husband, adult daughter and four other children aged 15, 12 and twins of nine years in Shepherd's Bush, in the London Borough of Hammersmith and Fulham. 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 group. She is currently minding three children in this age group. She is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register.

The childminder regularly works with another childminder. She drives to local schools to take and collect children. The family has a dog and two cats.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides an inclusive, safe and happy environment for children. Each one is treated with kindness and valued as a unique individual. The close partnership the childminder establishes with parents contributes towards the well-being of the children. The childminder's good knowledge of the Early Years Foundation Stage requirements enables children to make good progress in each area of learning. The necessary documents to promote the well-being of the children are mostly in place. The childminder recognises the benefit to the children and her own professional development of continuously reflecting upon and enhancing her existing good practice.

What steps need to be taken to improve provision further?

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

- update the record of risk assessment to include any assessments of risks for outings and trips.

The effectiveness of leadership and management of the early years provision

The childminder understands the importance of safeguarding the well-being of children in her care. She knows the indicators of child abuse and has up-to-date procedures issued by her local authority to follow to report concerns. The childminder further protects the welfare of children by conducting detailed risk

assessments on her home. They identify all potential hazards, and how they are minimised to prevent harm to children. Although the childminder is equally safety conscious when taking children on outings, she does not maintain a record of the possible dangers and the steps taken to manage them. All the other documents and records required for the efficient management of the provision, and to meet the needs of the children are maintained. Children learn how to keep themselves safe as they participate in emergency evacuation drills, and are shown how and where to cross roads safely.

The childminder is fully committed to the continuous improvement of her practice. She completed the Ofsted self-evaluation form to help her reflect upon her work with the children. Since the last inspection the childminder has built upon her knowledge and skills by attaining a diploma in home based childcare at level 3. Her plans for the future include enabling the children to learn more about the local community and the available facilities by using the local library service and other local groups. She also plans to attend a refresher course focusing on safeguarding issues in order to maintain up-to-date knowledge. The childminder uses questionnaires for the parents as part of the self-evaluation process, and regularly encourages the children to tell her if they would like different play experiences.

Effective working relationships are established with the parents, thereby ensuring that the background and needs of all the children are known and met. There is a constant two-way flow of relevant information between them through verbal discussions, and the use of daily diary sheets. This helps to ensure that the care given to each child is appropriate and consistent. The childminder also shows the parents her observations of the children and shares her findings with them. This enables the parents to support their child's learning at home. The childminder also liaises effectively with the schools and nurseries the children attend. She speaks to staff to find out how each child is progressing in the six areas of learning so that she can reinforce their learning when they are in her care. This ensures a consistent and coherent approach to the child's learning and development is achieved.

Children have plenty of space in the childminder's home to fully explore and enjoy the play materials. They are able to independently select play equipment of their choice, and understand that they are welcome to ask the childminder to access items stored elsewhere. The child-size table and chairs enables children to sit in comfort and safety as they engage in activities, or eat their meals. All the resources and furniture are clean and in good condition which contributes towards the sustainability of the provision. The availability of multicultural books, puzzles and musical instruments helps children learn about diversity within society. In addition, the childminder learnt key words and phrases in Polish to help a child settle successfully into her care.

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

Children make good progress in their learning and development because the childminder has a good understanding of the Early Years Foundation Stage learning requirements and how to implement them in her practice. She understands that one well planned and resourced activity, such as cake baking, can incorporate each of the six areas of learning. Observations of the children are carried out as they play. These are used to determine each child's stage of development and to plan the next step in their unique journey towards the early learning goals. Photographs and examples of the children's work are kept in individual books. These demonstrate the progress made by the children. Children become active learners as they display eagerness and curiosity to engage with the resources. They show excitement when the cooking activity is prepared, and concentrate on creating their own art work as they cut and stick. The childminder makes learning fun by playing games to help them count and match, such as lining up the cars in rows. Children access books to support their communication and language skills, and enjoy story time. The co-childminder helps children to thread and learn how to handle a stubby needle safely. Children also have fun as they use programmable toys. They enjoy the sounds created as they press the buttons. These toys help children develop the skills they will need in the future to operate information and communication technology.

Children learn the importance of adopting a healthy lifestyle. As well as benefitting from the physical exercise of playing on the swings and slide in the back garden, they regularly visit parks to generally run around and look at the trees birds and animals. In addition, a trip to Wacky Warehouse is a favourite place to have good fun and exercise. The childminder understands the importance of ensuring children enjoy a healthy, balanced diet. Fresh fruit and croissants are regularly offered at snack time, and spaghetti bolognese is on the dinner menu, with pasta and sauce being a particular favourite. The childminder prevents the spread of infection by reminding children to wash their hands at appropriate times of the day, for example, before eating and after stroking the dog. To further curtail cross-infection between children, the childminder has a policy that parents are made aware of that excludes children from her care while are ill.

The childminder helps children to develop a sense of security and belonging as she has a structured routine for each day. Children know what is expected of them and look forward to visiting a range of pre-school groups to enable them to socialise with others, and to reinforce their understanding of sharing and taking turns. Children are relaxed and content in the childminder's home. They demonstrate that they feel safe and secure as they happily snuggle up to her before going for a nap, and confidently express their needs, such as asking for more fruit. The childminder and her co-childminder treat each child with kindness, warmth and respect.

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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