

Inspection report for early years provision

Unique reference number	EY277184
Inspection date	28/03/2012
Inspector	Arda Halls
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 three teenage children in Shepherd's Bush in the London Borough of Hammersmith and Fulham. The whole of the ground floor and one bedroom on the first floor of the house are used for childminding. There is an enclosed garden for outdoor play and children are taken out daily to parks for physical exercise. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of 4 children under eight years and three of these may be in the early years age group at any one time. She is currently minding one child in the early years age group on a full time basis. The childminder is registered to provide overnight care for one child under eight years of age at any one time. She makes use of local facilities such as the library and local drop-in groups.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has an accurate understanding of children's individual requirements to meet their needs. She plans activities to help children make good progress in most areas of learning which results in a range of good skills for their future. The childminder is committed to providing good care for children and demonstrates a strong capacity for improvement. She works effectively with parents and is developing a successful system of working in partnerships with other providers and agencies. Safeguarding children and promoting their well being in a suitable environment is of paramount importance. The quality of self-evaluation gives the childminder a good understanding of her strengths and weaknesses which is used to secure effective, continuous improvement.

What steps need to be taken to improve provision further?

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

- provide opportunities and encouragement for children to use and hold a pencil effectively to form recognisable letters and attempt writing for different purposes.

The effectiveness of leadership and management of the early years provision

The childminder is committed to promoting children's safety. Arrangements for safeguarding are robust and well-understood. For example the childminder knows how to identify any child at risk of harm. She knows how to liaise with the appropriate child agencies. The environment in which children are cared for is safe and supportive. Children are learning from a young age how to keep themselves

safe.

The childminder actively promotes equality and diversity and takes effective steps to close identified achievement gaps. The development of children in relation to their starting points is good. The childminder has positive strategies for further improvements. She has a good knowledge of each child's background and needs. She ensures her knowledge of different cultures is up to date. She is committed to helping children understand the society in which they live. The childminder recognises the importance of identifying children's needs for additional support as early as possible.

The childminder self-evaluates her service effectively which demonstrates her capacity to improve. Parents and children's views are taken into consideration in the day to day running of her service. She addresses recommendations at the previous inspection which promotes good health and contributes to safeguarding children. Improvements to the setting have a positive impact on the overall quality of the early years provision and the outcomes for children.

The childminder communicates an ambitious vision for the setting. She makes plans for the future to improve the outcomes for children. She takes steps for improvement extending children's learning. For example, she makes plans to help children learn more about safety and more about numbers. The childminder liaises with the local authority and explains that she would like to do more training to enhance her understanding of how children learn.

The childminder deploys resources effectively to engage children in activities indoors and out. She recognises when children lose interest in one activity and is quick to offer something different. She recognises when children are tired and offers something more sedentary such as reading stories. The children are interested in the selection of books and delight in every opportunity to read. The environment is clean and well organised which provides a good setting for children to explore their surroundings safely.

The childminder establishes positive relationships with parents and carers. This helps to ensure each child's needs are met. She regularly asks parent and carers for their views and includes them in making important decisions about the provision. Children are beginning to be involved in decision making as the childminder consistently gives them choices throughout the day. Parents and carers are kept well informed about their children's achievements and well-being. The childminder develops an effective liaison with parents and carers. This supports and encourages them to be actively involved in their children's education. Parents and carers are provided with up-to-date and accurate information about their children's development.

The childminder is thoughtful about children's next steps in their education. She liaises with other providers and services to ensure children and parents have access to the support they need. This means that communication takes place between provider and partners to support and promote children's achievement and well-being.

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

The quality of children's learning and their progress towards the early learning goals in relation to their starting points is good. They develop well in relation to their starting points. They enjoy learning and listen well as stories are read to them. They work independently with the play dough using rolling pins, scissors and pastry cutters. They are beginning to understand numbers as they are constantly counting. However, children are not using a pencil effectively to form recognisable letters. They are not attempting to write for different purposes. They enjoy playing with cars and animals and like to imitate the noises animals make. Children enjoy a variety of outdoor activities such as playing ball and playing on swings and climbing frames. This promotes their physical development.

Children play contentedly in the childminder's home. They show that they feel safe as they are confident to confide in adults. They are careful when they cut the dough with children's scissors and plastic cutlery. They learn about crossing the road safely and they understand that they are to stay close to the childminder when playing in the park.

Children are beginning to understand about leading a healthy lifestyle. They know to wash hands before and after eating and they enjoy fresh fruit at snack time. They learn to pour their own drinks and have access to fresh drinking water at all times. They play outside everyday. Young children are beginning to understand about the benefits of physical activity. They exercise on wheeled toys and use large paint brushes for water painting in the garden.

Children play an active part in the setting as they help the childminder clean the table in preparation for snack. They listen carefully to her instructions and smile all the time they are helping. They behave well and join in whenever a new activity is presented. They make choices throughout the day about the books they read and the toys they wish to play with. They make friends with other children at local drop-in centres. Through their play they learn to respect and accept each others differences.

Children are developing a good variety of skills for the future. They are preparing for the transition from the childminder's home to school and they demonstrate how independent they are becoming. They learn to solve problems such as pouring their own drink when they are thirsty. They are learning to share and where to find their coats and shoes when they are going out. They skilfully manipulate a scooter and know they must 'walk' with one leg while balancing on the other. They learn new words everyday and are linking words together and developing simple sentences. They enjoy discussing numbers with the childminder and they learn to listen attentively as the childminder consistently reads to them throughout the day.

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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