

Inspection report for early years provision

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Inspection date	16/02/2011
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 and three children aged two, 12 and 13, in Pinner in the London borough of Hillingdon. She also lives with her husband's mother, sister and niece. The ground floor of the house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age group. She is currently minding three children in this age group. They attend on a part time basis. She is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register. The childminder occasionally works an assistant and her husband, who is also a registered childminder. The family has no pets.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides an inclusive service for all children. Her close working relationship with parents ensures children's needs are known and met appropriately. Children make good progress in their learning and development because the childminder has a good understanding of the requirements of the Early Years Foundation Stage and how to apply effectively. Record keeping is generally good and supports the well-being of the children. The childminder self-evaluates her practice and understands the importance of continuous development to improve outcomes for children.

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

Children's well-being is fully supported and safeguarded by the childminder. She has good knowledge of the indicators of child abuse, and the procedure for reporting concerns. Effective risk assessments ensure that children are not exposed to obvious danger within the home. Although risk assessments are carried out for all outings, a record of them detailing the nature of the hazards and how they are minimised is not maintained. Children learn how to keep themselves safe

as they participate in emergency evacuation drills from the home and learn how to cross roads safely. The childminder's good organisational skills mean that she maintains most of the documents and records required for the safe and efficient running of the practice and to ensure the needs of all the children are met.

The childminder continuously reflects upon her practice and draws up diagrams to help her assess her strengths and areas to develop in order to improve outcomes for children. These include developing the playroom to ensure she incorporates each area of learning. Also, she now takes children to different venues during the week, such as drop-in groups and parks, to broaden their play experiences. The childminder recognises the value of building upon her skills and has plans to learn more about working more effectively with children requiring additional support, and also refreshing her understanding of safeguarding issues. Parents also have the opportunity to feed into the self-evaluation process by completing questionnaires.

The childminder has a good knowledge of each child's background and needs gained through gathering all relevant information about them from their parents. She understands the importance of working closely with parents in order to provide consistent and appropriate care for each individual child. The childminder uses link-books and text messages to ensure all relevant information is exchanged daily with parents. The childminder and parents also work closely with the nurseries the children attend. They share their knowledge of how the children are progressing towards the early learning goals in order to provide continuity and coherence in their learning.

The childminder promotes equality in her home and enables children to learn about valuing and respecting diversity within society. They talk about differences between people, and acknowledge different faith festivals, such as Chinese New Year, by making appropriate food and decorations. The childminder's home is conducive to children's learning. The designated playroom is clean, safe and provides ample space for them to fully explore the play materials in comfort. Resources are appealingly set out and readily accessible for children to help themselves. Children's art work is displayed on the walls enabling them to feel pleased and proud of their creations. The play materials are in good condition and valued. This contributes towards the sustainability of the provision.

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

The childminder uses an effective system of observation and assessment to enable her to identify each child's stage of development within the six areas of learning. Having gathered this information, she identifies the next learning priority for each child to enable them to make good developmental progress. Activities to promote the learning priorities are included in the daily routine. Children thoroughly enjoy their play and make good use of the available resources. Drawing materials and books are readily available to foster communication and literacy, and trips to the library add to their enjoyment. Counting is incorporated into routine play, such as

counting the number of birds flying overhead. These games help understanding of numeracy and problem solving. Children also have access to programmable toys in order to enable them to learn the skills they will need in the future to operate information and communication technology. Children have great fun in the 'music room' as they play on the drum kit and electronic organ. They also demonstrate pleasure as they join in favourite songs, such as 'Twinkle Twinkle Little Star'.

The childminder has a positive attitude towards enabling children to adopt healthy lifestyles. The well equipped back garden is available for outdoor play. Children have fun climbing on the slide and climbing frame as well as digging in the sand tray. The regular trip to the local park also affords the children ample opportunity to benefit from physical exercise. The childminder works closely with parents to help children enjoy a healthy, balanced diet that takes account of individual dietary needs. She provides a mixture of Asian and British dishes. Fresh fruit, daal, chapattis and lasagne are all favourites that the children enjoy. Children learn good hygiene practices as they wash their hands at appropriate times during the day. A sick child exclusion policy is known and understood by the parents. This also helps to prevent cross infection between children.

Children are encouraged to share and take turns as they play. Squabbles over toys are managed using gentle and positive strategies. Children learn how to behave because rules are applied consistently. This enables them to develop a sense of belonging and security as they know what is expected of them. The warm care the childminder gives also helps children to feel safe as they confidently approach her express their needs.

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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