

Inspection report for early years provision

Unique reference number	EY300607
Inspection date	13/10/2008
Inspector	Samantha Hunt
Type of setting	Childminder

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the childminding

The childminder was registered in 2005. She is currently registered on the Early Years Register and the compulsory part of the Childcare Register. She lives with her husband and three children aged ten, seven and half and four in Stanwell, Middlesex.

The childminder is registered to care for five children at any one time, three of which may be in the early years age group. She is currently minding two children in early age group and three after school, all on a part-time basis.

The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The childminder drives to local schools to take and collect children. She attends the local parent/toddler group, takes children to the local library and park.

The childminder holds an Introduction to Childminding Practice (ICP) and a First aid certificate.

Overall effectiveness of the early years provision

Children are very happy and settle within the childminder's care and she promotes their welfare, learning and development well. She is taking good steps to promote inclusion for all and shows a good understanding of the individual needs of all the children she currently cares for. There are clear systems in place to keep parents informed about their children's care and development. The childminder is committed to improving her service and has attended a range of training to support and promote outcomes for children in her care.

What steps need to be taken to improve provision further?

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

- ensure documentation relating to accident records contains children's full names and correct dates of birth
- extend opportunities for parents to access and contribute to their children learning journeys

To fully meet the specific requirements of the EYFS, the registered person must:

- formalise a record of risk assessments currently undertaken and ensure it states when it was carried out, by whom, date of review and any action taken following a review. (W5 Documentation)

31/10/2008

The leadership and management of the early years provision

The childminder is committed to improving her practice and has clearly made improvements since her last inspection. She has updated her knowledge through attending regular training such as Behaviour management, first aid and Most documentation is well organised, collated and confidentially. However, some accident records do not contain children's full names or correct dates of birth. The childminder ensure she collates information with parents and ensure she obtains parental consent for children to go on outings or to use play equipment. The childminder demonstrates a sound understanding of the Early Years Foundation Stage (EYFS) and has begun to regularly observe and record the children's development within a daily diary and a learning journey booklet. She gives parents daily feedback regarding their children's progress, but as yet does not encourage them to contribute to their children's learning journeys. The childminder takes very good steps to safeguard the children in her care. She carries out both daily and weekly visual risk assessments of her home; however, these are currently not documented or reviewed. The childminder uses a variety of systems both informal and formal to evaluate her provision; these include completing a self evaluation form, sending out questionnaires to parents and asking the children what they like or dislike. She has recently introduced a quiet area for older children at the request of parents.

The quality and standards of the early years provision

Children are clearly enjoying their time with the childminder. All children are included and valued and are forming very good relationships with the childminder and others within the setting. Children comfortably climb on the childminder's lap for a cuddle or engage in conversation as they make shapes with the play dough or have their nappies changed. They have many opportunities to take part in a variety of activities such as arts and craft, stories, and games. Children confidently choose a paintbrush and then paint a picture to take home. Visits into the garden are a daily activity with children clearly enjoying bouncing on the trampoline and ride the cars around in the fresh air. The childminder uses good questioning techniques to extend children's learning, for example, encouraging them to identify the different coloured paints and asking them what they can see on a poster on the wall. The daily routine allows children to have time to access a good range of active, quiet, adult and child lead activities and play. Most toys and resources are easily accessible to the children and enable them to make choices about what they wish to play with. Behaviour is good. Children share toys and resources well with one another, and are actively encouraged to take care of the toys and equipment. Children participate in tidying up, for example, before beginning a new activity. The childminder has attended training to support managing children's behaviour and supports children well. She gives them clear boundaries, reminders and praise which help to promote good behaviour.

Children's health is very effectively promoted by the childminder. Children have regular opportunities to become aware of their own health and hygiene through practice and explanation from the childminder. She ensures children wash their hands before all snack and meal times and give good explanation to help children understand why they must wash their hands. Liquid soap, paper towels, individual flannels and wipes are easily accessible and help to minimise risks to children health

further. Children are freely accessing drinks within their daily routine and mealtimes are a social occasion with them sitting at the table and engaging in chats with the childminder.

Children are well supervised by the childminder at all times. The childminder uses safety equipment such as socket covers and a stair gate effectively, and ensures toys that pose hazards to younger children are stored out of reach to minimise risks. The children begin to become aware of their own safety through gentle reminders from the childminder such as not running in doors. The childminder has the emergency fire evacuation plan displayed for older children and practises it with children to help them become familiar with what to do in an emergency. The childminder has a clear understanding of signs and symptoms to alert her, should she have any concerns regarding a child in her care. She holds all local safeguarding children information and contact numbers to help and support her in protecting and promoting children's welfare and safety.

Children are developing an understanding of the wider world through regular visits into their community, celebrating festivals and play with toys and resources within the setting that promote positive images. The childminder liaises with parents regularly to ensure she is meeting the children's needs and gathers information from them that includes children's individual routines and starting points. This helps the childminder to plan activities and experiences that are age and stage appropriate for all the children. The childminder shares information about her provision with parents and collates daily diaries for them which include examples of their children's work and photos of them taking part in activities and outings with her. The childminder supports children and their families well, for example, attending workshops with parents to support children's individual needs. Parents using the setting comment on the wide variety of activities the childminder undertakes with their children and the caring environment she creates for their children.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Satisfactory
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Good
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Good

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Good
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website:
www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.