

Inspection report for early years provision

Unique reference number	EY302206
Inspection date	16/10/2008
Inspector	Julie Biddle
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 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 lives with her husband and school aged child in the London Borough of Harrow. The whole ground floor of the childminder's home 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. There are currently four children on roll, in the early years age group. She is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Children are looked after with care and kindness in a stimulating and safe environment. Children's welfare is fostered well and children are making very good progress in their learning and development, this is as a result of the childminder's enthusiasm for providing quality childcare. The variety of activities and resources provided enable children to have fun and to make progress. The effective relationships between parents and carers ensure the children's individual needs are met, an inclusive and a very welcoming service is provided by the childminder. She is aware of the strengths and areas for improvement within the setting and this has a positive impact on the children's welfare and learning.

What steps need to be taken to improve provision further?

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

- continue to develop planning and assessment processes

The leadership and management of the early years provision

The childminder has the necessary skills to self-evaluate her work with the children. She is able to identify areas to build upon her existing good practice to ensure that children's time with her is positive and rewarding. Although the childminder has a good knowledge of child protection issues and understands the importance of reporting any concerns, she does not have a written a child protection statement. The childminder has started to observe and assess children's progress, however, this is in its early stages and lacks some details. Children have easy access to an exciting variety of toys and learning resources, which captures their interest and motivates them to learn. The childminder organises the environment to allow children to explore freely, thereby assisting them to become independent learners.

Children learn how to keep safe as the childminder talks to them about staying safe when in the park and safety in the home environment. Although the childminder completes visual checks of the home and when out, she does not conduct formal risk assessments or maintain records of these.

There are many good aspects to the partnership with parents. For example, there is a daily exchange of information regarding their child's daily activities and progress. The childminder ensures that she obtains all the relevant information from parents about their child's individual likes and interests. Parents are made to feel very welcome and they comment that they are happy with the care their child receives. However the childminder does not have a complaints procedure in place, meaning parents are not aware of the process should they wish to make a complaint.

The quality and standards of the early years provision

The children are provided with a lovely learning environment which helps them make good progress towards the early learning goals. There is a wide range of toys and activities with a good balance of adult-led and child-led activities that help children to think critically and be active and creative learners. Children enjoy the freedom they have to explore all that there is to play with. They are developing their independence as they select toys for themselves and are confident in asking the childminder for additional toys. Their enjoyment and learning is enhanced by the childminder's involvement in their play. The children bring toys to the childminder who sits on the floor and enthusiastically talks to the children about them. For example they all laugh together as they play with a huge crocodile.

Children's language development is progressing as the childminder takes a great interest in developing children's love of books. The childminder has a range of books and resources in both her home language and that of the children. The childminder has worked hard to support children in their home language as well as developing their understanding of English. The children also enjoy music, singing and dancing which all encourage early communication and socialisation. The childminder provides children with healthy and nutritious foods. They enjoy eating snacks of fruit and regularly have drinks of water offered to them.

Children are encouraged to learn about acceptable behaviour through the calm approach which the childminder adopts. Children receive lots of praise for their efforts and achievements which encourages their self esteem. Children are learning about sharing toys and being kind to each other, which is helping them develop their understanding of respecting others and developing positive relationships.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure risk assessments include anything in which a child may come into contact with, including outings and a record maintained (Suitability and Safety of Premises and Equipment) 03/11/2008
- ensure a written procedure is in place to be followed in relation to complaints and includes information on how parents can contact the regulator (Procedures for dealing with complaints) 03/11/2008
- ensure a written procedure is in place to be followed for the protection of children (Arrangements for Safeguarding Children) 03/11/2008

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure risk assessments include anything in which a child may come into contact with, including outings and a record maintained (Suitability and Safety of Premises and Equipment) 03/11/2011
- ensure a written procedure is in place to be followed in relation to complaints and includes information on how parents can contact the regulator (Procedures for dealing with complaints) 03/11/2011
- ensure a written procedure is in place to be followed for the protection of children (Arrangements for Safeguarding Children) 03/11/2011