

Inspection report for early years provision

Unique reference number	EY308140
Inspection date	10/03/2009
Inspector	Anne Nicholson
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 lives with her four children in a residential area close to Twickenham, Hanworth, Teddington and Sunbury in the Borough of Richmond, close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding, with the exception of some bedrooms. There is a dog as a pet. The childminder collects children from the local school and attends toddler groups. She is a member of an approved childminding network and holds a relevant childcare qualification.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding two children in the early years age group. She also offers care to children aged over five years as her provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Children enjoy their time at the setting and make excellent progress through the Early Years Foundation Stage (EYFS) early learning goals as not only does the childminder has a good understanding of their individual needs, likes and dislikes she also spends time supporting their play and learning to ensure any achievements and progress are accurately recorded and shared. Observations of the children's achievements are fully utilised and used to plan activities and opportunities, with their input where developmentally able, for their next stages of development. The childminder effectively promotes inclusion and provides additional opportunities for all children to learn communication skills like 'signing'. Excellent working relationships with parents and other agencies have been developed to ensure that the childminder is up to date professionally and that outcomes for children are shared and consistently promoted. The childminder displays a positive attitude to the continuous improvement of her setting and her professional development, regularly reviewing her practice to look for areas to develop and training that will benefit both herself and children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- enhance documentation showing children's progress through the learning and development requirements by also including a starting point for those children who have been attending the session since prior to implementation of the EYFS.

The leadership and management of the early years provision

Positive learning outcomes for children remains the childminder's focus and to assist with this she ensures that her home environment is welcoming and that all resources are accessible to children; to support this she displays posters around her ground floor and takes photos of the resources and places these in display folders, left accessible to children, allowing them to select resources for themselves. There is a comprehensive range of documentation and policies in place and several of the daily procedures are both in written and pictorial form for children to follow as well; for instance her fire evacuation procedure and her 'how to be healthy' are also displayed pictorially to enable children to 'read' and follow them. The daily routine is flexibly followed allowing children excellent opportunities to play and learn both inside and outside the home. Daily discussions take place with parents and they also see their child's learning and development profile as well as receiving a written diary on their child's care. Parents receive a range of information about their child's development, care and their progress through the EYFS learning and development requirements and report how pleased they are with the care their children receive and the professionalism of the childminder.

Children's welfare remains effectively safeguarded through the consistent implementation of the setting's procedures which include a formal risk assessments, daily visual checks, vetting of regular visitors to the premises and them receiving consistent messages on how to keep themselves safe. The childminder holds a valid first aid certificate and has attended a vast range of training sessions including completing of a Level 3 Childcare qualification. A comprehensive self-evaluation form is completed highlighting both strengths and weaknesses of practice and showing how the childminder intends to address these. Positive steps to promote children's health and well-being are in place; good hygiene practices are followed and the childminder has a clear understanding of child protection issues and the procedures to follow should she have any concerns. There are also effective recording systems in place to record any medication administered, accidents or pre-existing injuries.

The quality and standards of the early years provision

The needs of the children remain excellently met within a child-centred environment, enabling them to feel settled and have a good sense of belonging. The childminder spends her time playing down with the children, which she clearly enjoys, and demonstrates an excellent understanding of their individual likes and dislikes. Children respond well to the positive interaction they receive from the childminder and this enables them to gain confidence in their abilities and enjoy their play. They receive meaningful praise and physical reassurances which builds their self-esteem and confidence to try new activities. Children have access to an excellent range of toys and resources that the childminder ensures are stimulating and appropriate for their age and developmental stage. All resources are regularly cleaned and kept in a good condition; presented invitingly to children in labelled (picture and/or word) boxes and drawers. This successfully promotes children's developing independence and their desire to explore and investigate. Children also

benefit from a range of experiences away from the home environment including visits to Brent River Park, Chiltern Open Air Museum in Buckinghamshire and local parks and play centres all of which broaden their horizons and provide children with new challenges and opportunities.

The childminder is aware of children's abilities and is mindful not to over direct their play and to support this she includes them as much as possible in the planning process and uses their ideas to expand their play. This is evident from her notice board where she waits for the children to be present to help present their work and the plans on the board as well as in the observational evidence within each child's learning and development files. These files are excellent and comprehensively completed giving a clear picture to parents on what activities are planned, how their children enjoyed these, how well their children are progressing through the EYFS early learning goals and what the childminder has raised as the next steps of learning to promote. The childminder has a strong knowledge and understanding of the learning and development requirements and completes detailed observations in order to assess children's development. To further enhance this she has highlighted that she is considering adding information showing the starting point, from the point of implementing the EYFS, for those children who she has provided care for since babies.

The childminder effectively minimises the risk of cross-infections with children through maintaining a high standard of cleanliness, following good hygiene practice when changing nappies and by excluding children who are ill and infectious. Each day children enjoy some form of external play or exercise and the childminder has a positive attitude towards them getting fresh air every day. On display for each child is an 'eatwell plate', which depicts a healthy diet and encouraging five fruits or vegetables per day, and children can record how well they are doing. There is also a pictorial 'being healthy' guidance for children to follow and support them to develop a positive attitude towards maintaining a healthy lifestyle. Children enjoy a range of healthy and nutritious meals that have regard for individual dietary needs and preferences, these are provided either by the parents or the childminder depending on parental preference. Drinks remain readily accessible throughout the day.

Children remain protected and secure as the childminder maintains a high level of supervision both inside and outside the home. There are effective procedures in place in the event of carrying out emergency evacuation of the premise and these are practised with the children. All children benefit from the childminder recognising the importance of using a consistent approach with them and her promoting herself as a positive role model. They receive praise for their achievements and consistent approach is used to manage any inappropriate behaviour. They receive encouragement to share during activities and through careful planning and impromptu opportunities learn to respect each other and value diversity.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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
---	-----

The provider confirms that the requirements of the voluntary 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 the last inspection there have been no complaints made to Ofsted

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.