

Inspection report for early years provision

Unique reference number	EY309167
Inspection date	20/07/2009
Inspector	Susan Mary Deadman
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 2009. She lives with her partner and their one child. The family live in a ground floor maisonette in Harefield, Middlesex. All areas of the home are used for childminding. There is a fully enclosed garden for outdoor play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary part of the Childcare Register. She is registered to care for a maximum of four children at any one time of whom three may be in the early years age group. She currently cares for two children in the early years age group. The childminder takes children to and collects them from local schools.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children make suitable progress in their development and benefit from the childminder's knowledge of their individual needs. The childminder demonstrates a commitment to maintain continuous improvement. She is developing her understanding of the Early Years Foundation Stage framework.

What steps need to be taken to improve provision further?

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

- continue to develop systems to monitor the effectiveness of the setting, identifying the areas for improvement and steps taken
- ensure that procedures are in place to reduce hazards which are identified and extend the risk assessments to include outings
- develop the planning of activities to ensure they support children's progression through each of the six areas of learning
- develop systems to evaluate children's learning which include identifying and planning for the next steps of their development.

The leadership and management of the early years provision

The childminder has basic systems in place to evaluate her provision. She is able to identify areas for improvement, such as developing observations of children's activities and is working towards this outcome. The childminder maintains records, policies and procedures required for the safe and effective management of the setting.

Children benefit from the effective partnership the childminder has with their parents. The information she gathers from parents enables the childminder to meet children's individual needs. She shares relevant issues with parents, such as the children's developmental progress. Parents are happy and confident with the

care their children receive and provide positive references.

The childminder promotes children's welfare to a suitable level and has some good procedures in place to promote their safety. For example, she has a sound understanding of child protection issues and effective procedures in place which she shares with parents.

The childminder takes steps to minimise the majority of hazards around the home. She completes written risk assessments, which identify various hazards. However, the childminder does not always respond quickly to eliminating these hazards. For example, the chain on the front door remains broken. Although the childminder takes effective steps to promote children's safety on outings these are not recorded within a risk assessment. The childminder promotes children's safety as a she is vigilant at all times.

The quality and standards of the early years provision

The childminder works well in partnership with parents and involves them in their children's learning by sharing activity plans and developmental progress. The childminder plans a suitable range of activities which children enjoy. Children benefit from regular use of the garden, where the childminder points out things of interest. Children bounce on the trampoline and scoot along on their bikes. The childminder supports children's developing mobility skills; she encourages them to use the pedals on the bicycle and praises their success which promotes their positive self-esteem and confidence. Observation and evaluation of activities is in its infancy and the childminder is developing methods to support this. Currently the information recorded does not provide the childminder with enough detail to enable her to plan appropriate next steps for the children's learning.

The premises are organised to enable children to derive good use of the facilities. For example, when children finish playing in the garden they immediately (after washing their hands) settle themselves in the lounge and enjoy playing with the garage and good range of vehicles. The childminder supports children's language skills as she reads books with them, encourages their chatter and talks to them about their play. She develops their interest in the world around them and children talk excitedly about how they will choose a special red flower and bring it home for their mothers.

Children are beginning to learn how to take responsibility for their own safety as the childminder teaches them road safety during outings. They benefit from the childminder's stringent hygiene procedures and regularly wash their hands thoroughly, minimising the spread of infection. The childminder meets children's individual needs. For example, she provides them with suitable rest facilities and ensures they have age-appropriate equipment to facilitate their independence at meal and toileting times. Children are happy, well settled and confident within the environment.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
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?	3

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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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