

Inspection report for early years provision

Unique reference number	EY310261
Inspection date	12/10/2009
Inspector	Susan Elizabeth Tovey
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder registered in 2005. She lives with her husband and three children aged two, four and six years, in Hayes within the London borough of Hillingdon. The childminder uses the whole of the ground floor for childminding with toilet and sleep facilities upstairs. There is an enclosed garden for outside play. The family keep fish in a large tank.

The childminder may care for a maximum of four children under eight years at any one time. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She is currently minding five children part time, of whom two are in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are secure and happy in a warm, welcoming environment. Children make progress in their learning and development in the Early Years Foundation Stage (EYFS). The childminder has a wide variety of play resources that they enjoy using and provides an inclusive setting where every child is respected and valued as an individual. The evaluation of practice and the commitment towards future development by the childminder is in its infancy, but is recognised as beneficial for the children in her care.

What steps need to be taken to improve provision further?

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

- ensure parental permission is requested, for all children, to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare)
- 06/11/2009

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

- develop the use of observations and assessments to identify children's next steps in their learning and development
- continue to develop assessment records to include more details of children's starting points.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because the childminder has a secure understanding of child protection issues and her responsibility to report any concerns she may have.

The risk assessments she carries out on her premises are thorough and demonstrate how she identifies and minimises potential safety hazards to prevent danger to children. However, children's well-being is undermined, as the childminder does not have parental permission in place to seek emergency medical treatment for all the children in her care. This is a breach of requirements. All other policies, records and procedures required for the safe and efficient management of the provision are in place. The childminder displays her certificate of registration, insurance and her first aid certificate. Accidents to the children are well recorded and the information is shared with parents, which supports children's welfare.

Children benefit from a good working relationship between the childminder and the parents. The childminder ensures that she keeps parents well-informed through discussion and written daily diaries. Also, the childminder actively seeks feedback from parents with regular questionnaires. Parents are happy with the standards of care provided and value the care their children receive. The childminder promotes inclusive practice; children's individual needs are recognised and respected. Boys and girls have equal access to an adequate range of toys, furniture and equipment that are suitable for their age and stage of development. Pictures around the home promote children's views of diversity and positive images of people around them. Links are being formed with other settings, such as playgroups and nurseries, ensuring that information about children's welfare, learning and development is shared in order to meet children's individual needs.

The childminder has begun to complete a self-evaluation process, which starts to satisfactorily identify her strengths and areas for further development, in order to provide the best outcomes for children. She has made some improvements since the last inspection, as all the actions and recommendations have been addressed. Therefore, aspects of children's health, safety, learning and development have been improved. Risk assessments are now carried out on all areas of the home and public liability insurance has been obtained.

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

Children are happy and secure in the care of the childminder. They make good relationships with her, the family and each other. The childminder has a sound understanding of the Early Years Foundation Stage framework and guidance, allowing her to take positive steps to implement this within her practice. She has completed the required training courses and has identified other training opportunities to assist in further improvement. The childminder is aware of children's individual interests and considers these when planning. Observations are in their infancy; the childminder has started to carry out written observations on each child and records their progress and achievements. Although, individual starting points and next steps lack detail, which makes some of the records regarding children's progress less clear.

The childminder offers a variety of fun and stimulating play resources for the children. Most are freely accessible throughout the day. They enjoy a mix of adult-

led and child-initiated play. Children benefit from caring and affectionate interaction with the childminder, who encourages their language skills. She constantly talks to them while they play, asking questions, counting, and suggesting different activities. Children learn important social skills and good manners, as they regularly go on outings and activities with the childminder. Children enjoy developing their interest in books with daily story time and visits to the library. They practise their writing skills and explore creative materials such as drawing, cutting and sticking, as they making paper kites to fly at the park. Weekly cooking activities are a great favourite of all children, this week they plan to make pancakes. The children are developing their knowledge and understanding of the world as they play with programmable toys. The childminder encourages children to learn about being respectful and considerate to others. She manages their behaviour using positive methods appropriate to their level of understanding. Praise and encouragement are also used to enable children to develop confidence and good self-esteem. The childminder acts as a positive role model as she listens to the children and talks politely. Older children know what is expected through house rules which encourage them to respect people and belongings.

Children enjoy a healthy lifestyle. They practise good procedures for their own personal hygiene, and make choices in what they eat, mainly from food supplied by parents. The childminder supplements this with fresh fruits to promote their good health. Children are able to easily access drinks throughout the day to enable re-hydration. There are regular opportunities for fresh air and exercise by way of garden play and visits to local playgrounds and parks, where children use equipment, such as climbing frames and slides to develop large muscle skills. Children are encouraged from a young age to begin to learn how to keep themselves safe. They join in the routine of stopping at the kerb and looking out for cars before crossing the road, and show a good understanding of what standards of behaviour are expected and apply these in order to keep themselves and others safe. Regular practise of the emergency escape plan means that children know what is expected in the case of a real situation.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	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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