

Inspection report for early years provision

Unique reference number	EY317623
Inspection date	15/12/2011
Inspector	Christine Bonnett
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 2006. She lives with her husband, one adult and an 11-year-old child in Hammersmith, in the London Borough of Hammersmith and Fulham. The ground floor of the flat is used for childminding and there is a fully enclosed garden for outside play. The family have two guinea pigs.

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

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a safe and caring environment for children. She treats each child with equal concern and ensures their individual needs are met. The childminder works effectively with parents to help ensure children's well-being. However, the childminder works less closely with other settings children attend. Children make good progress in their learning and development. The childminder provides a variety of fun resources and activities that are used to good effect. The childminder demonstrates a capacity to continuously enhance her provision to benefit the children.

What steps need to be taken to improve provision further?

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

- establish effective links with other early years setting the children attend to share relevant information for continuity and coherence in their learning.

The effectiveness of leadership and management of the early years provision

The childminder has a good knowledge and understanding of safeguarding children procedures. This is supported by a written policy that she shares with parents. Risk assessments are conducted on the premises, both indoors and out, and for all types of outings. These are very detailed and effectively identify all potential hazards to help prevent harm to children. Children are sensitively taught to be safety conscious. For example, learning to watch and wait for the green man to light up before crossing the road.

The childminder reflects on her practice in order to identify areas to develop. Since

the last inspection she has attended a safeguarding course and is keen to do food hygiene training to further develop her knowledge of how to keep children safe. She attends a childminding support group and reads professional publications to keep up to date with topical childcare issues. Her plans for future development include creating an all-weather surface in the garden to enable children to benefit from outside activities throughout the year.

Close links are made with parents to ensure the individual needs of children are known and met. All relevant information is shared daily to keep parents informed on how their child has spent the day and their development. Questionnaires are used to gauge the parent's views, as part of the childminder's self-evaluation process. Highly positive comments are noted on these, such as, children are happy in her care and progress in their learning. Information about the children's welfare needs is shared with other early years settings they attend, however, information on their learning is not. Consequently, the opportunity to establish continuity and coherence in children's learning is missed.

The childminder ensures she has details on the background and needs of all children in her care. She celebrates festivals relating to culture, such as, the Catalan festival of Tio de Nadal (Christmas Log). Children also visit pre-school groups to mix with others and learn about diversity within society. In addition, the childminder has resources that support children's understanding of the world around them; for example, books and puzzles. The childminder sets out resources each morning that she knows the children will enjoy and that supports their learning. These are changed in the afternoon to provide variety. Books are easily accessible at all times. Children confidently ask for items of their choice that are housed out of reach. Children sit at a low level table to enjoy art activities in comfort and safety. All play materials and equipment are clean and in good condition.

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

Children are becoming active learners and enjoy their play. The childminder provides fun and stimulating play activities and experiences, which promote learning in all areas. She monitors the children's development by observing their play. Her observations are linked to the six areas of learning and are assessed to plan the next step in their individual learning journey. Children have good opportunities to develop skills for the future. They count routinely throughout the day and use shape sorters to develop numeracy and problem solving skills. Children enjoy story time and draw and paint to practise communication and literacy. Children smile with pleasure while singing a favourite song, such as 'two little dicky birds'. They enthusiastically engage in creative play, having fun squirting paint onto the palette to make Christmas presents for their family. Children develop skills they will need to operate information and communication technology. For example, they have ready access to programmable toys that light up and make sounds.

Children learn the importance of adopting healthy lifestyles. The childminder

explains why hands must be washed before eating and the importance of cleaning their teeth after meals. Children also learn to wipe their nose and throw away the used tissue to prevent the risk of cross infection. The childminder's home is very clean and children can play on the floor with no obvious risk to their health. The childminder has a healthy eating policy that she shares with parents. Parents provide their child's main meals and the childminder supplies snacks. Fresh fruit is routinely offered along with plenty of water to drink. Children benefit from physical exercise in the back garden and the local parks.

The childminder has house rules that she applies consistently. These include taking shoes off and treating the furniture with respect. Knowing the rules and what is expected of them helps children feel secure and develop a sense of belonging. The childminder encourages children to share toys and to help tidy up. Warm praise is given when they perform a task, which helps children grow in confidence and self-esteem. Children show that they feel safe with the childminder. They are relaxed during nappy changes and confidently express their needs, such as indicating they would like to do a particular activity. The childminder gives warmth and kindness to the children and they welcome her positive interaction.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
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	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
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	2
The extent to which children develop skills for the future	2

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
--	-----