

Inspection report for early years provision

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Inspection date	21/04/2010
Inspector	Julie Biddle
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 was registered in 2006. She lives with her husband and two children in the London borough of Ealing. The whole of the ground floor of the house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of four children at any one time. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There is currently one child on roll in the early years age group.

The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, secure and safe in the childminder's care. She has successfully created a welcoming, warm environment where children's welfare is promoted. The childminder has developed good relationships with parents and shares information regularly to keep them well informed about their child, this in turn ensures the individual needs of the children are met. The childminder is able to recognise her own strengths and weaknesses and is developing systems to self-evaluate her own practice and so benefiting the children in her care.

What steps need to be taken to improve provision further?

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

- further develop observation, assessment and planning to meet children's individual needs and to help them to make good progress towards the early learning goals.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as the childminder ensures adults living on the premises have appropriate checks in place. In addition, visitors to the home are required to sign a visitor's book. The childminder completely understands her role in safeguarding children and the procedure to follow if she has any concerns about children. Risk assessments are thorough and implemented effectively, ensuring the children's continuing safety both indoors and on outings. The childminder informs parents of her responsibilities towards the children by sharing her policies and procedures with them. Toys and equipment are regularly cleaned and checked to ensure that they are suitable for the ages and stages of the children minded.

The childminder continues to recognise areas for her development, these include keeping up to date with training. She has, for example, attended paediatric first aid and food hygiene courses. She demonstrates a good aptitude to improve her practice and has considered areas for improvement such as the range of resources for the older children and, as a result, enhances the service she offers all of the children.

The childminder actively ensures children settle happily with her; the time spent in her home is increased as the children begin to feel secure. Parents are encouraged to share what they know about their child. For example, the childminder has forms in place to find out about children's home languages, dietary requirements, comforters, likes and dislikes. In addition, the childminder makes home visits to meet the child's family and see them in their own environment. This means the childminder knows the children really well and in turn is able to plan to meet their learning and development needs very effectively.

The childminder also establishes caring and supportive working relationships with parents, providing them with daily verbal and written reports of their child's progress and development. She clearly understands the benefits of working in partnership with parents and ensures that children receive continuity of care. The childminder has also developed good links with other settings that some children attend to help them provide continuity in children's care and learning.

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

Children are secure and happy in this warm, caring environment. This is as a result of the childminder's gentle, affectionate disposition. They have a lovely time as the childminder meets their individual needs with utmost kindness and care. The childminder has created an environment that is rich in toys, books and puzzles, ensuring that the needs of all the children are met.

The childminder provides a range of toys and activities that are suitable for the ages of the children in her care. Children look at and feel books with different textures and are learning how pushing buttons makes noises. They respond to different sounds as they listen to the childminder reading a book. Children have a wonderful time as they lie under a baby gym, they stretch as they touch their colourful surroundings, their physical development and understanding of one's own identity is encouraged as they look in a mirror. The childminder supports children's language development through consistent, positive interaction and encouragement. The childminder talks to the children all the time as they, for example, look at the birds in the garden.

The childminder has a good knowledge and understanding of the Early Years Foundation Stage and so is successful in engaging children in challenging and stimulating activities. The childminder has started to observe the children in order to track their progress; however, this is in its early stages and is not linked to future plans.

Children develop healthy lifestyles as they have regular outdoor experiences. Children benefit from healthy walks in the fresh air. Parents provide all the food for children under one year which is stored and heated up appropriately. The childminder provides food for children over one year. The childminder uses lots of positive language to encourage the children to enjoy their food and meal times.

The childminder effectively plans opportunities for the children to play and learn both alone and in social groups. Visits to the local library for story time ensure children have the opportunity to listen to stories and engage with other children. Children are learning about their own identity and culture and those of others in the local and wider world through the range of resources in the setting.

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

How effectively is the Early Years Foundation Stage led and managed?	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	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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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

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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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