

Inspection report for early years provision

Unique reference number	EY335700
Inspection date	16/10/2009
Inspector	Caren Carpenter
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 adult children in Northolt, within the London borough of Ealing. The whole of the ground floor and the bathroom on the first floor of the premises is used for childminding. There is a fully enclosed garden for outside play. There are no steps to access the premises.

The childminder is registered to care for a maximum of six children under eight years at any one time and is currently caring for three children in the early years age group.

The childminder is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register.

The childminder has piranha fish in her home. The childminder takes and collects children from the local schools. The childminder takes children to local toddler groups, shops and parks.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides good quality care and education for children in the Early Years Foundation Stage. Children are happy and settled and are cared for in a safe and stimulating environment where the childminder recognises each child's individuality and effectively promotes inclusive practice. Children make good progress in all areas of learning because the childminder is skilled at interacting with them and has a good understanding about how children learn and develop new skills. She has evaluated her provision and has identified her areas for improvement with plans for the future.

What steps need to be taken to improve provision further?

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

- develop children's understanding of emergency evacuation to ensure they are kept safe at all times
- involve parents more effectively in assessing children's starting points.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of safeguarding, which ensures that children are well protected. She understands clearly the action to be taken to safeguard children from harm and has a good awareness of possible signs and symptoms. She has a comprehensive written child protection policy which is shared

with parents. Effective safety procedures implemented by the childminder ensure that children remain safe at all times, both in and out of the premises and on outings. The childminder conducts and records thorough risk assessments for the premises and for specific outings, identifying any action that needs to be taken to minimise risks to children. Records, policies and procedures are implemented well, to support the effective management of the provision and to maintain children's health and safety.

The childminder demonstrates a strong commitment to providing a good quality service to children and families. She makes good use of self-evaluation systems to identify areas for future development and improvement. All recommendations from the last inspection have been successfully met. For example, the childminder now holds a current first aid certificate to ensure children's welfare.

Space is very well organised and provides children with easy access to a very good variety of activities and learning experiences. Child-friendly storage systems allow children to self-select resources and make choices about their play. This helps foster their decision making and independence skills.

The setting is welcoming and inclusive. Children express themselves freely, secure in the knowledge, they will receive a consistent, warm response. Their behaviour is well supported and there is close interaction between the childminder and those she cares for. This is because she knows children well, and uses good techniques to help build their confidence and self-esteem. Inclusive practice is very well addressed and individual children feel a sense of belonging and included. Children's awareness of diversity and the wider world is well promoted through their access to a suitable range of resources, activities and discussion about similarities and differences.

The childminder works very closely with parents and forms positive relationships with them. She has effective systems in place to obtain and share information with parents. They receive good information about the provision including written policies and procedures. Parents are kept fully informed of their children's achievements and progress. In addition, she uses a daily log book to keep them very well informed about their daily routine such as trips out. Parents are actively encouraged to keep the childminder up-to-date of any relevant details that may have an impact on the continued care of their child. However, the childminder is not yet involving parents in assessing their children's capabilities and starting points to plan for their learning and development.

As well as the close links that have already been made with parents, the childminder has also established some links with the local school the children attend to share relevant information about the care and learning of the children. She uses this to extend and build on children's learning experiences in her provision.

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

Children are happy and settled in the childminder's care. They turn to her for comfort and reassurance are relaxed and interact warmly with her. Children have clearly built trusting bonds with the childminder which help them to feel secure and safe. Her gentle manner helps children to feel comfortable and at ease with her. She shows children they are valued by respecting their choices and warmly acknowledging their achievements. They are very much at home in the childminding environment and show good levels of confidence as they move around freely selecting activities of their choosing.

Children's achievements and efforts are acknowledged and celebrated by the childminder. This positive reinforcement and praise nurtures children's self-esteem and confidence. Children's overall learning and development is well supported. Their combined experiences inside and outside the childminder's home provide them with a stimulating, well-balanced range of play and learning activities. This helps them make good progress towards meeting their early learning goals.

Children's ability and involvement in different activities is observed and recorded using photographs of them participating in a stimulating range play and learning experiences. By observing children the childminder acquires a very good understanding of their individual needs. As a result, she uses information gained from observations to move children on to the next stage in their learning.

All children eagerly engage in a wide range of activities that are stimulating, fun and motivate them to learn. A good balance between adult and child-led activities means that children are able to select activities that interest them and they are able to extend and develop their own play and learning. Children have good opportunities to socialise with their peers. For example, they enjoy weekly trips to the library to choose books, for story and nursery rhymes sessions as well as participating in arts and craft activities. This effectively promotes their communication and language skills. In addition, children have good access to writing materials, such as crayons, pencils, paper and chalk enabling them to develop their early writing skills. Children are learning about animals as they observe goat, sheep, rabbit, ducks and guinea pigs during their visit to a park. They enjoy planting their mustard and cress seeds and help to water the flowers in the garden. Children thoroughly enjoy their time looking at books, completing puzzles, building and constructing and are learning to solve simple problems and recognise numbers, shapes and colours in their daily play. They have good opportunities to explore and investigate programmable toys as they find out how things work enabling them to develop skills for the future.

The childminder is very proactive in teaching children about a range of safety aspects, such as keeping themselves safe when crossing the roads. However, children do not yet practise regular emergency evacuation to enable them to become familiar with it, to assist with their quick and safe evacuation from the home, should the need arise.

Good health and hygiene practices are followed by the childminder which minimises the risk of cross infection. All children learn they must wash their hands before eating and after visiting the toilet. Related policies and procedures are used effectively. For example, the childminder understands very well the action to be taken regarding the care of a sick child, the administration of medication and accident management.

Parents are closely consulted about any dietary needs, their child may have and relevant information is clearly recorded. Children are offered healthy and nutritious snacks, such as a variety of fresh fruit and salad daily. They have easy access to their own cup and bottle of fresh drinking water when they are thirsty.

The benefits of an active lifestyle are actively promoted. Children go out for frequent walks to local parks and enjoy playing in the garden. They have access to a good selection of resources and activities to nurture their physical skills and development.

The childminder has a good understanding of behaviour management. She uses age-appropriate strategies very well in a calm and consistent manner. For example, distraction is used with younger children and older children are given simple explanations and reminders of the rules. They respond positively and are well behaved.

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

The quality of the provision in the Early Years Foundation Stage	2
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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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