

Inspection report for early years provision

Unique reference number	EY338726
Inspection date	06/05/2010
Inspector	Kim Mundy
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.

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Description of the childminding

The childminder was registered in 2006. She lives with her three school-age children and brother in Greenford 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 family has no pets. The childminder walks and drives to local schools to take and collect children, and she attends the local parent/toddler group. The childminder speaks Punjabi, Urdu, English and Hindi.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children at any one time, of these three may be in the early years age range. The childminder is currently minding three children in the early years age range and one child over five before and after school.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children are thoroughly enjoying their time with this enthusiastic childminder. They are making good progress in their development because the childminder has embraced the learning and development requirements of the Early Years Foundation Stage. Partnerships with parents and others are effective in that they fully support the individual needs of the children in the childminder's care. Overall, children are safe and secure on the premises. Their health and well-being is fully promoted. The childminder has systems in place to evaluate her service, which help her to make continuous improvement and she is keen to further develop her system.

What steps need to be taken to improve provision further?

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

- include the use of the trampoline in the risk assessment
- further develop the system for monitoring the effectiveness of the provision and to maintain continuous improvement, for example, by including parents comments.

The effectiveness of leadership and management of the early years provision

Children develop strong attachments with this kind and caring childminder. Children are safeguarded because the childminder has a good knowledge and understanding of child protection procedures. In addition, adults in the household have been vetted to confirm their suitability to be with children. The childminder undertakes risk assessments for her premises and outings, although the use of the trampoline is not currently included. The childminder holds a valid first aid

certificate, which enables her to manage accidents appropriately as the need arises.

The children's bright and attractive play room is set out with good quality toys and resources. There is plenty of space for children to explore and investigate, and a cosy area with a rug and cushions for floor play and story time. The childminder provides a range of good quality nursery furniture. Her home is very clean and maintained to a good standard.

The childminder has good systems in place to monitor the effectiveness of her provision through using the Ofsted self-evaluation form. She considers how she will continue to improve her childminding service, for example, by further extending children's play activities and by obtaining parents comments about her childminding service. Children benefit from the childminder's enthusiasm; she keeps up-to-date with necessary changes and recognises the importance of continually developing her skills through training courses and working closely with other childminder colleagues. In addition, the childminder makes other links within her local community, for example, children have thoroughly enjoyed visits to the Mosque, Temple and Church. As a result, they are developing an awareness of other people's beliefs. Boys and girls achieve equally well because activities are tailored to meet their individual interests.

The childminder places a strong emphasis on partnerships with parents and others to fully promote the inclusion of all children. When caring for children with English as an additional language the childminder finds out key words to help her meet the children's needs whilst in her care. The childminder establishes links with other settings that the minded children attend and she shares information to ensure continuity of children's learning and care.

All paperwork to promote the welfare, care and learning of children is in place and is well-organised. The childminder puts a great effort in to presenting children's assessment files attractively for children and parents, using photos and samples of their art work to support her evidence. The record of children's developmental progress is comprehensive and parents can easily read about their child's progress and next steps for learning. She keeps in touch with parents verbally, by email and text messaging and records the children's developmental progress. Parents comments are positive, for example, 'My child has made friends and is developing well, when I drop him off he runs inside in such a rush he forgets to say good-bye'.

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

Children's health and well-being are positively promoted and required documentation supports the good practice in place. Children have individual towels and bed linen, which minimises possible cross-infection. They enjoy fresh air and exercise as they choose whether to play in or outdoors. Children have good opportunities to develop their physical skills in the garden, at pre-school settings and the park as they climb, slide, crawl and balance. They are learning to keep

safe as they discuss road safety and they know what to do in the event of a fire because they participate in regular fire drills. Furthermore, the childminder helps children to develop their special awareness, for instance, as they learn to ride tricycles without knocking one another over. The childminder has a good understanding of food and nutrition through attending food and hygiene training and children's individual dietary requirements are followed.

The childminder has a good knowledge and understanding of the Early Years Foundation Stage learning and development requirements. She gathers good information about the children's developmental starting points from parents when they start her provision and she closely observes and assesses their progress. Observations are significantly linked to the early learning outcomes and are used to identify children's next steps for learning, therefore, children are making good progress. Children are well-behaved; they respond positively to the consistent praise and encouragement given.

Children are keen and curious learners. They have good opportunities to learn through using their senses, for example, as they explore play dough, pulses, sand and water, and listen to musical instruments. Paper and pencil materials are available to enable children to practise their early mark-making skills. Children are able to respond to the world creatively and imaginatively as they paint, stick and participate in make-believe play. They spend time recognising colours, shapes and numbers as they build with bricks, stack rings, post shapes and fit puzzles together. They are finding out how things work as they use the computer, roll balls down the helter skelter, use cash till and weighing scales when playing with the shop. Children have fun watering the plants and they observe and talk about animals at the park, such as monkeys and goats. In addition, they enjoy sociable visits to the fire station with other childminder's and their minded children.

The celebration of festivals, such as Eid, Diwali, Holi and Christmas successfully promotes children's appreciation and understanding of the many different cultures within the local community. Parents also enjoy invites to the childminder's home for meals when celebrating festivals with the children. Children are enjoying their time learning through play with the kindness and support of this enthusiastic childminder.

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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