

Inspection report for early years provision

Unique reference number	EY339195
Inspection date	09/04/2010
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.

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 young daughter aged under five years in Northolt in the London Borough of Ealing. The whole of the ground floor flat is used for childminding. There is a communal garden for outdoor play and children are regularly taken to the local park. The family has a cat. The childminder walks to local schools to take and collect children. She attends the local parent/toddler group.

The childminder is registered to care for a maximum of two children at any one time both of whom may be in the early years age range. She is currently minding four children in the early years age range. Children attend a variety of sessions. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Positive partnerships with parents/carers ensure that children's individual needs are catered for. The childminder has a sound knowledge and understanding of how children learn and develop. There is some weakness in the provision, although, the childminder is committed to addressing the necessary improvements required to fully promote children's learning, safety and well-being. Overall, children are safe and secure, and their health is suitably promoted.

What steps need to be taken to improve provision further?

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

- request written parental permission, at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and welfare) 23/04/2010

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

- include the safety of low-level glass in the risk assessment
- obtain parents' views about their children's developmental starting points
- plan a wider range of activities and experiences to extend children's knowledge and understanding of the world and promote their understanding of diversity and difference.

The effectiveness of leadership and management of the early years provision

Overall, the childminder provides a safe and secure home in which children explore and investigate independently. However, some unprotected low level glass impacts on the children's safety. The childminder has a clear understanding of the signs and symptoms of child abuse, and knows what to do if she has concerns. Most of the required policies and procedures are in place to protect children and promote their welfare. However, the childminder has not requested parental permission to seek emergency medical advice or treatment.

Children benefit from the welcoming and inclusive atmosphere in which they play and learn; they happily use the developmentally appropriate toys and learning materials. Toys and resources are suitably organised so that children can make choices and help themselves. They freely explore and investigate their warm and welcoming environment.

The childminder uses the Ofsted self-evaluation as a tool to help her monitor the effectiveness of her provision. She keeps up-to-date with necessary changes and recognises the importance of continually developing her knowledge and skills through training courses and working closely with other early years providers. The childminder is keen to develop her planning, observation and assessment processes to further enhance children's learning opportunities.

Partnerships with parents/carers are promoted. Parents are kept informed of their child's routine and achievements through daily discussions. Each child has an assessment file in which their progress towards the early learning goals is recorded. The childminder uses photos of children during their play as part of the assessment process.

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

Through the daily routine, children learn appropriate hygiene practices, which prevent the spread of germs and promote their health. The childminder understands the importance of providing nutritious food; children enjoy a varied and nutritious diet that includes fresh fruit and vegetables. Children experience fresh air and exercise on a daily basis; they are increasing their physical skills as they run, climb, slide and steer wheeled toys. Children are learning to keep themselves safe as they talk about road safety and practise the fire drill. The childminder holds a valid first aid qualification to enable her to respond appropriately if children have an accident.

Children are developing a sense of right from wrong; they learn to use good manners, take turns and accept the boundaries set by the childminder. Children are valued and respected as individuals and the childminder knows them well. She finds out relevant information she requires to meet their individual needs whilst they are in her care, although the system for obtaining children's developmental

starting points from their parents is in its infancy.

Children are making satisfactory progress in their learning and development. However, the childminder recognises the need to plan and provide a wider range of activities to fully promote children's learning outcomes. Suitable systems are in place for observing and recording the children's progress towards the early learning goals, and this information is used to help plan their next steps in learning.

The childminder helps children to develop their speaking and listening skills by asking open-ended questions and constantly talking to them. They are practising their early writing skills as they draw with pencils, crayons and chalks. Children enjoy painting and sticking and use their imagination as they participate in make-believe play, for instance, when they dress up, play with dolls and tea sets. Children have some opportunities to learn about the world in which they live as they play with a few multicultural toys and books. However, they do not spend enough time exploring a range of different media, finding out about living things, diversity and difference. Children are developing their problem-solving skills as they put different shapes, fit puzzles together and build with bricks. They are finding out how things work as they click and drag the mouse when using the computer. The childminder is warm and caring, which means that children are comfortable and relaxed in her care.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
The extent to which children adopt healthy lifestyles	3
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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- devise and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (Arrangements for safeguarding children) 23/04/2010
- develop a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by e-mail (Procedures for dealing with complaints) 23/04/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- devise and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (Arrangements for safeguarding children) 23/04/2010
- develop a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by e-mail (Procedures for dealing with complaints) 23/04/2010