

Inspection report for early years provision

Unique reference number	EY344128
Inspection date	16/03/2012
Inspector	Deborah Jane Orchard
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 husband and one child, aged six, in Ealing in the London Borough of Ealing. The whole of the ground floor flat is used for childminding purposes and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of five children at any one time and is currently minding one child within the early years age range. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder attends the local parent and toddler group. The family has no pets.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well supported by this friendly and caring childminder. Overall, the setting is well organised to meet the needs of children attending. The childminder has a clear understanding of the Early Years framework, which means children are able to make good progress in all areas of their learning and development. A particular strength of this setting is supporting children in developing healthy lifestyles, which she promotes exceedingly well. All children are valued as individuals in this inclusive setting. The childminder uses written self-evaluation to reflect on her practice, enabling her to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- develop ways of offering support to children's learning at home.

The effectiveness of leadership and management of the early years provision

The childminder has secure knowledge and understanding of child protection issues, including the procedures for recording and reporting any concerns. She has attended training to enhance her understanding and keeps relevant government documents to use for reference, should the need arise. Written risk assessments are carried out for all areas of her home and outings undertaken. This enables children to remain safe in the childminder's care. A suitable range of policies and procedures are made readily available, and underpin practice. The childminder provides a welcoming environment, where all children can play, eat and rest comfortably. Children can easily access toys and books, which are attractively displayed on low level shelves. Children are able to play, eat and rest comfortably.

The childminder promotes equality and diversity well. She is aware of children's individual needs. She gathers information from parent and provides for each child accordingly. All children have equal access to age-appropriate play materials; many of these positively reflect diversity.

The childminder is self-evaluating her service. She continually reflects on what she does, identifying her key strengths and areas she wishes to develop, to drive further improvements. She makes good use of support she receives from early years advisers and has acted on all issues that they have previously raised. She regularly attends training to enhance her knowledge. Recommendations made at the last inspection are fully addressed, improving outcomes for children.

The childminder establishes positive working relationships with parents which mean children's needs are met effectively. Regular daily discussions and the written sheets enables parents to be kept up to date and well informed. Parent questionnaires are carried out periodically. She uses this information to support her in developing her service. Written feedback from parents indicates they are happy with the care their children receive. The childminder establishes effective relationships with other professionals who are involved in the children's care and education. She has good links with a local school and obtains information regarding planning programmes.

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

Children benefit from the affectionate care they receive from the Childminder. This enables them to develop a sense of belonging and feel secure in her care. They receive lots of attention, which ensures their individual needs are being met. The childminder provides a welcoming environment and a range of interesting activities. For instance, they make regular trips out to the library, groups and parks. This provides children with opportunities to socialise with others.

The childminder has a good understanding of the Early Years Foundation Stage framework. She sensitively observes children as they play. The childminder shares developmental records with parents. She is beginning to look at ways to support children's learning at home.

Children are able to develop their skills for the future, by using programmable toys. They are confidently selecting resources from the low level shelves. This helps them to become independent and make decisions. Children really enjoy the drawing activities; they sit at the low level table and access a variety of mark-making materials. This helps children to be creative and develop early writing skills. Children develop their imagination as they play with dolls. They develop their special awareness, as they carefully manoeuvre the dolls in the buggy and take them for a walk outside. They are able to problem solve, completing jigsaw puzzles and building with a variety of construction toys. Children have a lovely time filling and emptying water containers and painting pictures in the garden.

Children are developing an excellent understanding of healthy lifestyles. They are able to enjoy lots of fresh air in the well equipped garden. They wrap up warm on cold days and have great fun exploring the range of activities outside. They benefit from nutritious meals, which met their individual dietary needs. These are currently provided by parents; the childminder stores and reheats the food safely. Children enjoy trying lots of different fruits, developing their understanding of healthy diets. They grow home produce in the outdoor area and get to try how this tastes. The childminder takes the necessary steps to prevent the spread of infection. She provides a clean home and encourages regular hand washing and hand drying with paper towels.

Children are able to feel safe as they begin to understand potential dangers. For example, the childminder helps them learn about road safety when they are out and during traffic club activities within the home. They feel secure as they cuddle up next to the childminder to enjoy a story. Children behave well in the setting as they spend their time purposefully engaging in play. The childminder offers lots of praise and encouragement, allowing them to feel good about themselves.

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	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	1
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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