

Inspection report for early years provision

Unique reference number	EY347601
Inspection date	02/12/2009
Inspector	Maura Pigram
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 2007. She lives with her husband, parents and sister in Ruislip, Middlesex close to shops, parks, schools and public transport links. Her mother and sister are registered as assistants. The whole of the childminder's home is used for childminding. There is a fully enclosed garden for outside play and she takes children to local parks.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age range. She is currently minding three children in this age group. She also offers care to children aged over five years to 11 years. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder makes provision for children with special educational needs and/or disabilities and for those who speak English as an additional language. The childminder is fluent in Polish and English and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder effectively recognises the uniqueness of each child, she is a natural communicator with children and knows them exceptionally well. She dedicates her home to the children's individual needs and demonstrates an absolute commitment to her work, she constantly looks for opportunities to improve her provision. Warm, secure relationships with the childminder and her assistants, together with a range of exciting and stimulating activities, ensure that each child are fully included and have all their care, learning and development needs met. There are strong links with parents and carers to help them be involved in their children's care and learning. The childminder reflects on her practice to identify areas for development.

What steps need to be taken to improve provision further?

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

- update the risk assessment to include any assessment of risks for outings and trips
- ensure observations are analysed and these are always used to inform the next steps in children's learning.

The effectiveness of leadership and management of the early years provision

Children's care and learning is effectively promoted because the childminder has a secure knowledge of the requirements of the Early Years Foundation Stage (EYFS). She ensures her assistants are fully aware about these requirements and their responsibilities so that children are safeguarded. Clear vetting procedures are carried out to ensure adults are suitable to be with children. The environment is extremely welcoming to children and their families and high quality resources clearly contribute to the children's effective learning and development. The childminder dedicates her home to the children's needs, it is safe and children clearly benefit from the dynamic setting. Positive steps are taken to ensure any potential hazards in the home and garden are minimised, the childminder has carried out detailed risk assessments for these areas. She is aware of how to keep children safe on outings although this is yet to be included in her risk assessment procedures.

The childminder is passionate about her work with children and shows commitment to developing her knowledge of childcare and education. She has completed a detailed self-evaluation of her practice, targets for ongoing improvement are clear such as the interest in completing an early years qualification. Assistants are extremely well deployed so that children often have one-to-one attention.

The childminder strives to provide a service that is inclusive for all children and their families. For example, the close partnership with parents ensures she knows the children's backgrounds very well, she takes effective steps to close potential achievement gaps such as knowing key words in children's home languages. Parents are well informed through a number of ways about the service the childminder provides. They receive copies of policies, have daily discussions and share learning journals, this enables parents to be fully involved in their children's learning. The childminder is aware of the need to liaise with other providers to ensure progression and continuity of care and learning for individuals.

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

Children benefit from playing in an exciting, child-friendly and challenging environment. They choose from a wealth of easily accessible resources that are stimulating and interesting. Children are extremely confident and have high levels of self-esteem. They clearly feel 'at home' with the childminder who treats them as one of the family. She especially encourages excellent relationships. For example, children show their excitement when they see their friends in photographs attractively displayed on the walls. They speak fondly about their absent friends and relay past activities and events they have enjoyed. Children behave extremely well, they show excellent negotiation and co-operation skills during their play. Praise and encouragement further promotes children's self-esteem and ensure they develop a positive and enthusiastic attitude to learning. The childminder

skilfully challenges and extends children's thinking by asking open questions. Children's response, questions and ideas are listened to attentively which helps them make connections in their learning.

Children have a wide range of opportunities to learn and develop through a balanced range of adult-led and child-initiated activities. They confidently choose resources from the well-organised environment, they develop a secure sense of responsibility by packing resources away when they have finished playing with them. They learn about safety through carrying out regular emergency evacuation procedures and during their many outings. The childminder dedicates every part of her working day to create the best possible outcomes for children. For example, interactive sessions such as baking are carried out in the morning when babies are having their rest. She is flexible in meeting all children's needs and ensures all areas of learning are effectively introduced. Children's interests are considered for planning learning experiences and individual books showing their progress are shared with parents. Information about other settings children attend is shared so that there progression and continuity of care can effectively take place. In addition, compact discs are provided to parents showing a broad range of activities that the children have enjoyed. The children's individual books show an outline of children's development since starting with the childminder and examples of their work. Although the childminder knows the children very well the next steps in children's learning is not always identified and used for further planning. They develop a positive attitude to learning because the activities are interesting and are achievable yet challenging.

Children delight in painting and experimenting with colour and textures as they create masks to be used at their Christmas party. Baking also plays an important part in the children's day, they love making individual and large muffins which introduces children to a range of mathematical processes. Imaginative play is fully supported and regular story sessions encourages a love of books and reading. Children's understanding of the wider world is well promoted through books, activities and the childminders knowledge of each child's individuality. Outings to farms, purposeful journeys by bus and train and visits to parks as well as garden play contributes to children's good health and the opportunity for them to develop a wide range of physical skills. Children show excellent understanding of the importance of good personal hygiene routines and have ownership of their health and well-being needs. For example, children's views are sought in relation to their rest needs, they know about the importance of teeth brushing and independently wash their hands prior to handling food.

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	1
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	1
The extent to which children make a positive contribution	1
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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