

Inspection report for early years provision

Unique reference number	EY349045
Inspection date	25/11/2008
Inspector	Jennifer Devine
Type of setting	Childminder

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the childminding

The childminder registered in 2007. She lives with her three children age five, 12, and 16 years in Ruislip, in the London Borough of Hillingdon. The childminder uses the whole of her home for childminding purposes and there is a fully enclosed garden for outdoor play. The childminder is registered to care for four children at any one time and is currently minding two children in the early years age range and one child in the later years age group. The childminder is registered on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register.

Overall effectiveness of the early years provision

Children benefit from the warm and affectionate care the childminder provides. Her good understanding of providing a well resourced environment enables children to enjoy and have fun together whilst meeting their individual learning needs. Overall, an inclusive and very welcoming service is provided by the childminder. The childminder communicates effectively with parents to ensure they are aware of their child's progress during the day. The childminder self-evaluates her practice and identifies areas for development to ensure constant improvement is made to benefit children.

What steps need to be taken to improve provision further?

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

- develop individual portfolios which clearly record and identify each child's next steps for learning
- develop ways to include parents in the ongoing observation and assessment process to enable them to be involved in their child's individual learning journeys

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

- keep a record of risk assessments for the home and for any outings (Safeguarding and welfare)

12/12/2008

The leadership and management of the early years provision

Children are happy and settled in the childminder's care and are making good progress in their development. This is due to the childminder having a good understanding of promoting children's learning and welfare. The childminder is vigilant in ensuring children's safety within the home and when outdoors and regularly checks her setting for any potential hazards. However, she has not kept records of risk assessments on the home or for outings, as required. The

childminder has a good understanding of her safeguarding policy and knows what to do if she was concerned about child abuse.

The childminder has attended relevant training and is committed to improving her knowledge by attending further courses. She is aware of her strengths and the areas she would like to further develop. For example, she wishes to improve her understanding of planning and evaluation methods to help her develop her portfolios of children's learning journeys.

The quality and standards of the early years provision

The childminder has an excellent understanding of providing children with an extensive range of exciting activities whilst in her care. The childminder plans various art and craft activities together with the children and they thoroughly enjoy exploring with the glue, paint and different materials to make interesting things. The childminder allows the children time to experiment and develop their independence such as when cutting materials. Children play well together, sharing and helping each other during these activities. The childminder uses her knowledge from recent training to try out new ideas. For example after attending a 'sounds' course children participated in making a game from craft materials; and then played the game where they had to listen and identify sounds. The childminder spends quality time with the children and really understands the importance of developing children's love of books. Children sit quietly for extended periods of time with the childminder listening to stories. They are encouraged to join in with well known stories and are able to point out some simple words. The childminder gives them lots of time to talk about the story and any other exciting information they wish to share together. The childminder also takes children out to places of interest most days and they particularly enjoy visiting a local children's centre where they can access other resources to encourage their all round development

The childminder has a generally good system in place for observing and recording children's development in a portfolio book. However, the assessments do not clearly identify the next steps for learning for children. The childminder has good relationships with parents and provides verbal feedback on their child's day. One parent's comments indicate they are very happy with the service provided.

Although the childminder communicates daily with parents there is no system in place for identifying children's starting points or involving parents into their children's individual learning journeys. For example, all children's assessments are recorded in one portfolio book and are not individual to each child and this prevents the portfolios being shared.

The childminder promotes a healthy eating lifestyle. Snacks of fruit are provided and drinks are always available. Children love to cook and make healthy options such as making a fruit flan, rather than cakes. The childminder teaches children about safety all the time. They take part in regular fire evacuation drills and confidently talk and refer to the fire drill poster which is displayed by the front door.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.