

Inspection report for early years provision

Unique reference number	EY356591
Inspection date	29/01/2009
Inspector	Malini Parmar
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 was registered in 2007. She lives with her husband and baby in Stanmore in the London borough of Harrow. The whole of the ground floor of the house is used for childminding which includes a fully enclosed garden for outside play. The childminder is registered to care for a maximum of five children from birth to under eight years on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently six children on roll, of these four are on the Early Years Register. The childminder walks and drives to local schools to take and collect children and also attends the local parent/toddler group.

Overall effectiveness of the early years provision

Children are happy, settled and confident within a child focussed environment. The childminder consistently reviews her practice, to ensure it continually meets the individual needs of the children attending. As a result, she has made more areas of the environment accessible to children who have lots of space to explore and grow. In order to ensure her practice continually develops the childminder is committed to making sure her knowledge about child care remains up to date. She has identified that she prefers to achieve this by regularly attending courses. Much information about the children's individual needs is gathered upon entry and systems to work in partnerships with other settings children also attend are developing.

What steps need to be taken to improve provision further?

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

- extend the risk assessments to cover anything with which a child may come into contact.
- develop assessment systems further, use observations and assessments to identify learning priorities obtain and plan learning experiences accordingly
- ensure continuity and coherence for children by sharing relevant information with other settings in which children also receive education and care.

The leadership and management of the early years provision

Children benefit greatly from the childminder's good organisation. Parents have access to much detailed information about the provision, this includes a comprehensive range of policies and procedures which inform them of the childminders methods. The childminder spends time getting to know each child and their parents, during the gradual settling in process. This means that as well as the necessary records and consents in place, the childminder also has good information about the individual needs, circumstances, starting points and capabilities of each child from which to build their progress. The childminder works

in effective partnership with parents, and finds different ways to communicate to best suit their needs. As well, as daily verbal feedback, meetings and telephone conversations, a diary system is used to relate pertinent information about children's needs, which parents contribute towards to ensure ongoing two-way flow of information. The childminder liaises with parents, and talks to teachers, from other settings children also attend. This system is currently being strengthened to ensure a cohesive approach to promote shared aims for children.

The childminder's evaluation of her practice means she has a secure knowledge of what things work well for the children, such as the routine, as well as features she can further strengthen and build to support ongoing good care and education for children. The childminder ensures her knowledge of safeguarding children from harm remains strong and has recently completed training in this area. As a result, she is aware of her responsibilities, and has all the necessary contact details to protect children.

The quality and standards of the early years provision

Children are settled and happy in a warm and welcoming environment. The childminder's strong focus on meeting children's individual needs means that children eat, rest and play in accordance with their own routines. The childminder's training and solid experience means she is able to identify when children need encouragement to promote new skills and how to do this through play. She uses her secure knowledge of their individual personalities, learning styles, interest and abilities to effectively arrange the environment and to plan activities. Children benefit from the attractive photographic journey of their progress which includes the childminder's observations of their development. These are developing to securely identify children's next steps in learning.

Children benefit from the childminder's skilful use of space which is clearly defined to enable, active and quiet play. The attractive layout of toys and resources enables all children to make choices for themselves and successfully initiate their own play. Young children learn important skills such as walking, as the childminder makes sure the resources they need to help them balance and pull themselves upright are easily available to them. She provides much encouragement and support, praising children's efforts to help them persist with choices, such as practising walking to help them achieve. Children particularly enjoy exploring a range of natural objects, such as brushes, boxes, books, and different textured fruit to promote their senses.

As children become tired they seek comfort from the childminder, and enjoy being cuddled and soothed by warm and consistent responses. They enjoy looking through books and listening to short stories to promote their communication. The childminder skilfully talks to young children and babies about what she is doing at all times to enable them to learn to link words with action, such as when she is preparing their lunch. Children enjoy pressing buttons on electronic toys to activate flashing lights and sounds. The childminder is good at making sure she seeks the views and opinions of the children in her care, to make them feel valued by listening to their ideas. Older children receive guidance to develop the house rules, and learn to respect each other's views, and learn to be kind. They are encouraged

to devise a 'wish list' of resources and activities they would like to use to ensure their ongoing motivation and interest. The childminder is good at making best use of all the training she has attended to support the children's changing needs. This combination has led to the childminder meeting the children's recent request for a vegetable garden. She has already investigated the types of plants that are safe and suitable for the children to help nurture and grow. Children learn about the local world as the childminder takes them on regular outings to the local amenities. Older children become involved in helping to buy fruits and vegetables for activities such as printing, and baking. The wider world is explored through the use of displays, such as 'what happens at Chinese new year'. Children explore different foods, customs and ways of life.

Children gain healthy habits as they wash their hands at appropriate times, and handle clean safe toys as a result of the good routines in place to prevent the spread of infections. Children learn about safety, as they are given good explanations to support their understanding. The childminder tells them, for example, that being securely strapped into the highchair helps keep them safe. The childminder makes an assessment of potential risks every day, and makes sure stair gates are securely fitted and all equipment is in good working order, including the smoke alarm. Venues that children visit are assessed for risks by the childminder for their suitability and safety before she takes the children. Although consideration has been given to reducing potential risks, not all areas children can possibly access are fully included in the risk assessment to prevent potential hazards.

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?	3
How well does the setting work in partnership with parents and others?	3
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?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
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 the last inspection.

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.