

Inspection report for early years provision

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Inspection date	06/11/2009
Inspector	Jennifer Devine
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 registered in 2007. She lives with her husband, and two children aged one and three years in Twickenham, in the London borough of Richmond upon Thames. The childminder uses mainly the ground floor of her premises with access to the first floor for toileting facilities and for sleeping children. There is an enclosed rear garden for outdoor play. The childminder is registered to care for a maximum of four children, of whom one may in the early years age range. She is currently minding one child in the early years age range. She is registered on the Early Years Register; and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides an inclusive and welcoming environment in which children are treated as individuals and their welfare needs are met effectively. Although observation and assessment methods are basic, the childminder has the ability to recognise this is an area for improvement and plans to work on making these records more detailed and relevant to support her planning methods. She has sound relationships with parents, sharing information regularly to keep them informed.

What steps need to be taken to improve provision further?

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

- further develop observation and assessment methods so that they identify learning priorities and support planning of relevant and motivating learning experiences
- continue to develop the process of self evaluation by including the views of parents

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of the importance of safeguarding children in her care. She is aware of the signs and symptoms of child abuse and the reporting procedures to follow if she was concerned about a child. The childminder places a strong emphasis on children's safety and ensures risk assessments of her home and for when on outings are conducted regularly. The childminder maintains all records such as attendance register, medication and accident records, and all children's details, as required.

The childminder has begun to evaluate her practices and recognises she needs to develop her observation methods that she uses to record children's developmental progress. Although the childminder has completed a self evaluation form, she has

not yet included parents in the process to ensure their views are considered. The childminder provides an inclusive service for children and families. They are well supported because the childminder knows their individual needs and routines. The childminder has some resources such as dual language books and small world people that reflect diversity. The childminder is fluent in Spanish and offers parents the choice of teaching their child some Spanish vocabulary whilst in her care. Play resources are clean and safe. They are stored in crates on the floor to enable children to make choices about their play and so promote independence. There is sufficient space available to enable children to play and investigate their surroundings.

Partnerships with parents/carers is suitably promoted. The childminder keeps parents informed about their child's day by using a daily diary and by talking with them regularly. The childminder is planning to share her developmental records with parents to enable them to fully participate in their children's learning journeys.

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

Children are cared for in a loving and caring environment which enables children to develop a sense of belonging and trust. Children are happy and feel safe as they respond positively to the individual attention they receive from the caring childminder. Babies begin to communicate effectively as they smile and vocalise with the childminder. Children begin to show caring attitudes and are learning to share and play together. The childminder plays ball with the young baby, gently rolling the ball and encouraging her to roll it back.

The childminder has a sound understanding of the early learning goals. Prior to children settling the childminder ensures she has information from parents on their child's starting points. This enables her to provide stimulating and fun activities which are based on children's interests. The childminder has undertaken a few observations on the children's development but these records are in their infancy and currently contain limited information to support the planning of relevant and motivating learning experiences, particularly as children grow and develop.

Children enjoy daily trips out for fresh air and exercise as they walk to and from nursery school, visit toddler groups and local parks. The childminder sits with children whilst playing indoors to encourage their learning further and to supervise their play. Babies are developing their confidence to explore their environment and return to the childminder who shows a lot of affection, giving them cuddles for reassurance. The childminder promotes children's communication effectively through providing lots of opportunities for singing rhymes. She is also passionate about developing children's love of books; babies listen and join in with stories, patting the pictures as the childminder talks to them.

The childminder takes steps to ensure children in her care remain healthy and free from cross infection. Children do not attend if they are unwell. Currently parents provide their children's meals, which the childminder ensures is stored and reheated correctly. Children are offered drinks of milk and water through out the day.

Children are developing an understanding of keeping safe as the childminder regularly conducts a fire evacuation practise with them. When outdoors the

childminder ensures the children are safely harnessed into the pushchair and takes care when crossing roads, teaching them about crossing at a safe place.

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	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	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	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	2
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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