

Inspection report for early years provision

Unique reference number	EY367235
Inspection date	14/01/2010
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 2007. She lives with her partner and two children aged four and six in Brentford, in the London Borough of Hounslow. The whole of the flat is used for childminding. A communal garden is available for outside play. The childminder walks to local schools to take and collect children. She is registered to care for a maximum of four children under eight years, of these, not more than two may be in the early years age group. The childminder currently has two children on roll, both of whom are in the early years age group. The childminder is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register. The childminder 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 provides a warm and inclusive environment for the children in her care. She has a good understanding of the Early Years Foundation Stage (EYFS) which enables children to make good progress in their learning and development. She recognises children as individuals, working in partnership with parent to ensure their needs are met effectively. The childminder is motivated and eager to continue to enhance her knowledge and skills, demonstrating her capacity 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:

- further develop the system used to evaluate the effectiveness of the provision
- enhance the systems for recording children's next steps in their learning.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of safeguarding issues, which helps ensure children remain safe in her care. She has in place a clear written policy and procedures regarding child protection issues. The home is made safe and secure as the childminder risk assesses to identify and minimise any possible hazards. Children are kept safe on outings, she obtains appropriate permission from parents and is vigilant when supervising children. The required documentation is in place and kept up to date, which helps to protect children. The childminder has made a very positive start to childminding. Although she has not yet completed her written self-evaluation, she is able to identify her strengths and weaknesses and has a clear vision for the future of her service. She has attended some training, including signing for babies and first aid. She plans to attend further training to enhance her

work.

Children and parents are warmly welcomed as they arrive. The home is child friendly, with toys stored at a low level, enabling children to see and choose what they wish to play with. The childminder communicates effectively with parents, by sharing policies, daily discussions and sending text messages. In addition, there is relevant information displayed on the wall. The childminder ensures she obtains all the required information from parents regarding children's needs and contact details. This helps to ensure children's individual needs are fully recognised and met. Children's progress records and photos of them engaging in activities are shared with parents. The childminder seeks opportunities for families to form links with each other by suggesting outings they may wish to accompany her on. The childminder recognises the importance of partnership working to ensure children receive continuity of care. She demonstrates a commitment to work with others who may be involved in the children's care. For example, she plans to provide progress information for children moving on to a new setting. Written and verbal feedback from parents indicates they are very happy with the care their children receive.

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

Children are settled and secure in the childminder's home. The childminder provides an inclusive environment, where all children are able to feel valued. Children separate from their main carers with ease and engage in purposeful play. They become absorbed in the play dough activity, rolling and cutting shapes. The childminder extends their learning as she talks to them about the shapes of the different cutters. She carries out observations to help identify each child's stage of development and interests. She uses these along with information from parents to help identify and plan for their individual learning. The childminder is continuing to develop this area of her work. Children self select a range of books, which they hold correctly. They are able to enjoy stories as they sit with the childminder on the floor. Children participate in activities which help them to gain an understanding of the wider world. They learn about the weather as they have fun playing out in the snow. They recognise and celebrate a variety of events, such as, Diwali, Halloween and Christmas. They build and construct with building blocks and find out how the pieces of the train track fit together. They make trips to the recycle centre, helping them to understand the importance of caring for the environment. They have opportunities to be creative, such as, using boxes and containers to make rattles. Children play imaginatively with the dolls house and small world people. They have access to a range of home corner equipment, which provides opportunities for role play. They develop their hand and eye co-ordination and small muscle movements as they play with inset puzzles and develop their large muscle movements as they use large equipment. The childminder incorporates the use of numbers in daily activities. For example, children count the stairs when they come into the childminder's home. They receive praise and encouragement throughout the day, helping develop their self-esteem. The childminder acts as a positive role model by talking calmly and politely with the children. Children are encouraged to share and take turns, which helps them learn

how to play co-operatively.

Children are learning about being healthy. They are regularly encouraged to wash their own hands, they use a small step to help them to reach the sink and confidently put on the liquid soap. Children receive a range of healthy foods, which meet their individual dietary needs, They enjoy the chicken, rice and vegetables, as they sit together on low chairs to enjoy the lunch. They help themselves to their drinking cups throughout the day. Younger children are able to feel clean and comfortable as the childminder changes their nappies frequently. She works closely with parents to support children in making steps to becoming independent, for example, by introducing potty training. Children learn about their own safety as they talk about possible hazards when they go out and observe road safety. They are able to participate in regular fire drills, so they know what to do in an emergency situation.

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	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	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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