

Inspection report for early years provision

Unique reference number	EY372409
Inspection date	21/04/2010
Inspector	Sheila Harrison
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 2009. She lives with her partner and two children aged seven and four years, in Harefield within the London Borough of Hillingdon. The whole of the ground floor, the children's bedroom and the upstairs bathroom of the childminder's home are available for childminding. There is an enclosed garden for outside play and the family has a small dog. The childminder either walks or drives to local schools to take and collect children. She attends local toddler groups and takes children to the local park.

The childminder is registered to care for four children under eight years at any one time on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There is one child currently attending within the Early Years Foundation Stage (EYFS) with varying attendance patterns. Overnight care is not included in the registration.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a positive atmosphere with a welcoming environment. Children are happy, settled and making good progress in their learning and development. There are strong relationships with parents, who are clearly informed about their child's welfare and this helps to recognise the uniqueness of each child. Children are generally kept safe through the health and safety procedures. Useful relationships are developing with support agencies and self-evaluation procedures are in the early stages of development.

What steps need to be taken to improve provision further?

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

- improve the risk assessment and constantly re-appraise the environment and activities that children are exposed to making necessary adjustments to secure their safety at all times with particular regard to the staircase (Suitable premises, environment and equipment) 05/05/2010
- carry out a full risk assessment for each type of outing. The assessment must be reviewed before embarking on each specific outing. (Safeguarding and promoting children's welfare) 05/05/2010

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

- develop a culture of reflective practice and self-evaluation to identify the

setting's strengths and priorities for development that will improve the quality of provision for all children

- promote children's linguistic diversity and provide opportunities for children to use their home language in their play and learning.

The effectiveness of leadership and management of the early years provision

The childminder has an adequate understanding and genuine commitment to safeguard children. She is confident that she will be able to recognise the signs of possible child abuse and neglect. She has the details of the Local Safeguarding Children Board (LSCB) procedures for reference. Parents are fully informed of the childminder's record keeping procedures including thorough accident and medication records. The safety of children is managed through strategies such as ensuring they are supervised in their play, stair gates to restrict access to the hallway, basic risk assessments and daily checks to the premises. However, there is insufficient awareness of the dangers on stairs without banisters, especially if children are carried. Written risk assessments do not contain information on when and by whom they have been checked or to identify and minimise the hazards for outings or activities at the various groups the childminder attends.

The childminder has developed a strong and effective relationship with the parents and there is a useful two-way flow of information, knowledge and expertise. Parents are well informed on children's achievements mainly through verbal discussions a daily journal and they see and sign the childminder's observations and plans for future learning. Parents comment that they are happy with the care and education their children receive.

There is a positive climate of inclusion as the childminder quickly gets to know the children well and recognises their individual likes and needs. Children's specific skills and interests are expanded as she provides plenty of opportunity for children to dress up and play with dolls. However, some links with the children's home language have not been fully exploited.

The childminder is beginning to establish a culture of reflective practice, she is generally motivated to seek further improvement by being a member of the National Childminding Association (NCMA) and reading the articles in their magazine 'Who Minds.' However, actions made at previous visits have been not been fully completed limiting the safety of the children on the stairs and during outings.

Children's learning is suitably supported as the environment is suitably resourced and the children can choose freely those toys and equipment designated by the childminder as they play in the children's bedroom. The childminder has some links with other providers of the Early Years Foundation Stage (EYFS) through the toy library and activity groups she attends. This enables children to have a range of messy activities outside of the home.

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

The childminder effectively promotes children's learning and development. Children are happy and settle well as the childminder works to maintain a secure and supportive environment. The childminder's calm approach and warm and playful interactions motivate young children well and help them to make progress. Useful observations of the children at play inform the childminder of their achievements and their interests and she uses this information to plan for the next steps in their development.

Children are encouraged to develop the habits and behaviour appropriate to good learners, their own needs, and those of others as they take turns and share the toys. They co-operate with each other as they play with the dolls. The childminder supports young children's thinking skills by encouraging them to recognise the size of the stacking rings as they use them as bracelets and uses language such as 'too small'. They investigate the technical toys that make a variety of sounds when the children succeed in posting a shape in the corresponding hole. Children are sensitively encouraged to put the toys away and to follow simple instructions such as passing a book. Therefore they respond well to the expectations of the childminder.

Children are exploring diversity with planned activities on their own celebrations and the festivals of others. They undertake craft and cookery activities at the various groups to celebrate festivals such as Diwali and Easter. The childminder talks to the children in both English and her home language of French to extend their understanding of the society in which they live. Children respond well to the regular music groups they attend.

Children comply with adequate health and care routines. They adopt suitable personal hygiene routines and parents provide nourishing meals giving the children the opportunity to discuss healthy eating. Children have adequate opportunities to exercise in the fresh air on their regular walks to school or trips to the park. Children are learning to keep themselves safe as the childminder takes any broken toys away immediately and replaces it with another replacement toy.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
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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