

Inspection report for early years provision

Unique reference number	EY377421
Inspection date	17/09/2009
Inspector	Sheila Harrison
Type of setting	Childcare on domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

The childminder registered in 2008. He lives with his wife, three children aged ten months, ten and twelve years and four adult relatives in Pinner, in the London borough of Hillingdon. The childminder will be co-working with his wife who is also a registered childminder. The childminders use the ground floor of their premises for childminding purposes and there is an enclosed garden for outdoor play. Access to the front of the premises is via a small step from a paved drive.

The childminder is registered to care for a maximum of five children under eight years at any one time, no more than two of which may be in the early years age range and if co-working with his wife, may care for a total of eight children at any one time. The childminder will also be working with assistants within the home. He is currently minding three children in the early years age range. He also offers care to children aged over five years to 11 years. The childminder is registered by Ofsted on the Early Years Register and compulsory and voluntary parts of the Childcare Register

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 where children are happy and settled. Children, including those learning English as an additional language, make suitable progress towards the early learning goals. There are strong relationships with parents who are clearly informed about their child's welfare and this helps recognise the uniqueness of each child. Relationships with other professionals are in the early stages of development. Children are secure and benefit from the health procedures and generally safe practices. The childminder is beginning to improve his practice by working closely with his co-minder.

What steps need to be taken to improve provision further?

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

- attend a childminder's training course that is approved by the local authority and provides support in meeting and putting into practice the requirements of the Early Years Foundation Stage.(Suitable people) 18/10/2009

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

- develop further effective communication between settings to ensure that there is continuity in children's learning.

The effectiveness of leadership and management of the early years provision

The safeguarding of children is appropriately managed through a combination of strategies such as ensuring children are fully supervised in their play and written risk assessments for the premises. The childminder ensures emergency evacuation procedures are suitable by practising them with the children. He has an adequate understanding and genuine commitment to safeguard children. Observation and recording procedures include thorough accident and medication records and he encourages parents to inform him of any accidents, however slight.

The childminder develops a strong relationship with the parents and there is a good two-way flow of information. Children's well-being and achievements are confirmed through daily verbal discussions and through a daily journal. Sensitive strategies are in place to use the information from parents to inform the planning for the children's next steps. The childminder keeps appropriate documentation relating to the children's personal details and permission slips from the parents. The childminder has basic systems to work with other providers of the Early Years Foundation Stage (EYFS) to promote children's achievement and well-being. Children enjoy talking to the childminder about their day at school. Information from the other providers is mainly received through the parents. However, this potentially limits the continuity of learning and care.

The childminder and his wife, also a registered childminder, operate as a team, work well together and with a common sense of purpose so that all children have the opportunity to achieve as well as they can. The childminder has the guidance and support of his wife and is beginning to accurately identify his strengths and areas for improvement. For example, the childminder has attended the required first aid training and training that brings the principles of the Early Years Foundation Stage (EYFS) to his practice. However, the childminder has yet to complete the required training for home based child carers, which potentially limits the safe management of children.

Children's learning is well supported as the childminder's efficient use of time gives the children plenty of individual attention. The accommodation is suitably organised to meet the needs of the children. The environment is amply resourced and the easily accessible toys and equipment allow the children to choose freely. This is conducive to their learning. Regular use of the toy library ensures that the environment is sustainable.

The childminder effectively promotes equality and diversity. He has a good knowledge of each child's background and needs and this helps children understand the society they live in. Children with English as an additional language are sensitively supported to confidently understand and speak in English and their home language and this helps to close any achievement gaps.

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

The childminder's sound knowledge of the learning, development and welfare requirements and Early Years Foundation Stage guidance promotes children's learning. The level of challenge is sufficient to interest and engage children. Young children turn the pages in a small board book and are asked to find the objects in the pictures to help tell the story. The childminder sensitively repeats the correct pronunciation of the words to facilitate children's proficiency in language. Observation and assessments and their use in planning are satisfactory and generally consistent in quality.

Children are enjoying their learning and are developing well in relation to their starting points and capabilities. They are motivated and interested in a broad range of activities and have many chances to choose what they do. They are able to take responsibility for small tasks and develop skills for the future as the childminder encourages children's independence. Children have opportunities to become active learners. They are developing their independence and learning on a larger scale in the garden as they draw with large chalks and play on suitable climbing frames. They are encouraged to be creative as they make a den under the snooker table with large cloths. Children count through the daily routine such as when they pick up the toys from the floor.

Children are secure and develop a sense of belonging in the setting. Photographs of the children at play decorate the playroom. Good quality interaction helps babies and very young children to become secure and confident in the setting. They have good relationships with adults as young children snuggle in for a cuddle and a drink. There is fun and excitement as they sing and act action rhymes such as 'row, row, row your boat' together. Older children enjoy helping the younger children achieve and take part in their games when they return home from school. Children are naturally praised for their achievements. Consequently, children are developing good habits and behaviour.

Children are beginning to develop a good understanding of the wider world and to be equipped with the skills they need in order to secure future learning. Young children are encouraged to be curious and explore the soil that has recently replaced the sand in the sand tray.

Children show good awareness about what constitutes a healthy lifestyle. Young children are encouraged to adopt good personal hygiene routines and they are beginning to understand the importance of healthy eating. Parents are welcome to provide the lunches for the children and the childminder offers healthy and nutritious vegetarian meals. Young children appear content and settled because their health, physical and dietary requirements are well met. They have valuable opportunities to engage in a wide range of physical activities, both indoors and outside, maintaining a healthy lifestyle. Children demonstrate a clear understanding of how to stay safe. Young children know to put on the seat belt when on the swing. They regularly take part in the emergency evacuation procedures.

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	2
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
--	---

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	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	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
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----