

Inspection report for early years provision

Unique reference number	EY379965
Inspection date	28/08/2009
Inspector	Victoria Vasiliadis
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 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 lives with her husband and school aged child in South Ruislip in the London Borough of Hillingdon. The whole of the ground floor and part of the first floor of the house are used for childminding purposes and a fully enclosed garden is available for outdoor play. There are two large steps at the front of the premises and an upstairs bathroom is available.

The childminder is registered to care for a maximum of three children at any one time, she is currently caring for two children on a part-time basis within the early years age range. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. All children are making good progress in their learning and development and their welfare is well promoted. This is a result of the childminder's knowledge of the children in her care and through the activities that are provided. The childminder is able to self evaluate her own strengths and weaknesses in order to identify those areas that will make the most impact on improving outcomes for children. The childminder has effective systems in place to share information with parents and carers, which ensures children's individual needs are known and met.

What steps need to be taken to improve provision further?

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

- make further use of the information gained from observations about the next steps in children's learning to enhance parents involvement in their child's continuous learning and development

The leadership and management of the early years provision

The childminder shows a commitment to developing her service and has attended some training courses through the local authority in order to develop her knowledge and understanding of child care issues. For example, she has completed training on the Early Years Foundation Stage and as a result, has a good understanding of how it should be implemented and how children learn and develop. The childminder is able to effectively identify her own strengths and weaknesses via self-evaluation, she has identified further training in order to continue to develop her knowledge and to improve outcomes for children.

The childminder is well organised and has good record keeping systems in place to ensure that children's individual needs, routines, likes and dislikes are known and met. Inclusive practice is promoted within the setting which ensures that children

have their welfare needs met and that they achieve well. For example, children's art work and photos are displayed at low-level which helps children to feel valued and included. Parents and carers are encouraged to share what they know about their child, particularly when the child first starts to attend and the childminder has effective settling in procedures in place which are discussed and agreed with parents. This practice ensures that the children's individual needs are met and continuity of care is promoted.

The childminder has a clear understanding of how to keep children safe and has identified and addressed potential hazards to children within the home. For example, safety gates restrict children's access to the kitchen and stairs and written emergency evacuation procedures are in place and regularly practised. This helps children to learn about fire safety and what to do in the event of an emergency. There are effective risk assessments in place which ensure the children are safe. In addition, the childminder has a sound understanding of how to protect children if abuse is suspected and the reporting procedures to follow.

The quality and standards of the early years provision

Children are valued as unique individuals as the childminder takes into account the children's interests, ages and abilities when planning for them. The childminder conducts observations on the children's development which she uses to record their achievements across all six areas of learning. This information is then used to identify the next steps in children's development and learning. As a result children are provided with a challenging environment which supports and extends their learning. For example, the child enjoyed exploring the corn flour, watching as it dripped from her fingers and experienced different textures. Children's independence skills are well supported as they are able to easily access resources which are stored at their level in low-level cupboards and on the floor. Children are confident and secure in their relationship with the childminder as a result of her effective settling in processes.

Children are provided with a balance of child initiated and adult-led activities. They have the opportunities to play both inside and outside and to explore the local community. For example, children use the garden where they are able to access a selection of equipment such as a mini trampoline, balls of varying sizes and climbing cubes. In addition, the childminder takes children to places of interest such as toddler groups and indoor adventure centres. This practice helps the children to learn about their surroundings and to promote their health and physical skills.

Children are learning how to be healthy as they are encouraged to enjoy a varied and nutritious diet that includes fresh fruit and vegetables. The childminder works in partnership with parents to ensure that children's individual dietary requirements are known and respected. The childminder provides parents with written information relating to sick children and they are required to keep children at home if unwell with infectious illnesses. This helps to minimise cross infection.

Children are praised for their efforts and achievements and lots of meaningful

positive language is used. In addition, effective written policies and procedures are in place to support practice, and these are shared with parents and carers.

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?	2
How well does the setting work in partnership with parents and others?	2
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?	2
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
---	-----

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