

Inspection report for early years provision

Unique reference number	EY384255
Inspection date	03/07/2009
Inspector	Kim Mundy
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 was registered in January 2009. She lives with her husband and two children in the London borough of Harrow. The ground floor and two bedrooms of the house are used for childminding and there is a fully enclosed garden for outside play. The family has no pets. The childminder walks to local schools to take and collect children. She attends the local parent/toddler group. The childminder is registered to care for a maximum of four children at any one time, two of whom may be in the early years age group. She is currently minding two children 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.

Overall effectiveness of the early years provision

Overall the provision is good. The childminder provides a warm and caring environment in which children's individual needs are met. Her comprehensive knowledge and understanding of how children learn means that they are able to make good progress in their development. Children are safe and secure on the premises and their health is well promoted. The childminder recognises her strengths and weaknesses and demonstrates a commitment to the continuous improvement of her service.

What steps need to be taken to improve provision further?

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

- continue to develop the systems for gathering children's developmental starting points, planning, observations and assessment processes to enhance children's learning opportunities
- provide toys and resources to promote children's understanding of diversity.

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

- carry out a risk assessment for each type of outing and review it before embarking on each specific outing (Safeguarding and welfare)

17/07/2009

The leadership and management of the early years provision

The childminder provides a welcoming, safe and secure home in which children explore and investigate independently. Good quality toys and resources are well organised so that children can make choices and help themselves. All required policies and procedures are in place to protect children and promote their welfare. Thorough written risk assessments are carried out for the premises, although this

is not in place for outings. The childminder has a clear understanding of the signs and symptoms of child abuse, and knows what to do if she has concerns. She uses the Ofsted self-evaluation form to help her make judgements about the service she offers. The childminder is keen to develop her observation and assessment processes to further enhance children's learning opportunities.

Partnerships with parents/carers are good. Parents are kept well informed of their child's progress through daily diary and discussions. Each child has a file in which their progress towards the early learning goals is recorded. The childminder also uses photos and samples of children's art work as part of the assessment procedure. She encourages parents to share their views and make suggestions for improvements to her service by completing parent questionnaires. Positive comments from parents include 'We are extremely happy with the overall childcare provided. Our children are very happy and we are delighted with the warm home that the childminder provides for our children'.

The quality and standards of the early years provision

Through the daily routine, children learn good hygiene practices which prevent the spread of germs and promote their good health. The childminder understands the importance of providing nutritious food, children enjoy a varied and nutritious diet that includes fresh fruit and vegetables.

Children are learning to keep themselves safe as they tidy away their toys, talk about road safety and practise the fire drill. The childminder has up-to-date first aid training and clear procedures are in place for accidents and administering medicine to promote children's well-being.

Children are developing a sense of right from wrong; they learn to use good manners, take turns and accept the boundaries set by the childminder. Children are valued and respected as individuals and the childminder knows them really well. She finds out all of the relevant information she requires to meet their individual needs whilst they are in her care, although the system for obtaining children's developmental starting points is in its infancy.

Children benefit from being cared for in a well-organised, welcoming and child-friendly environment. The childminder highlights the need to provide further toys and resources to promote children's understanding of diversity. She places a strong focus on helping children to develop their speaking and listening skills by asking open-ended questions and constantly talking to them. They participate in many sensorial experiences, such as water play, painting and play dough. Children begin to develop their problem solving skills and increase their hand eye coordination, for instance, as they post different shapes, fit puzzles together and stack rings. Children are learning to care for living things as they plant cress. They are practising their early writing skills as they draw with pencils and crayons. Children spend time participating in creative activities, such as sticking and painting. Children experience a wider range of activities at local pre-school groups where they socialise with others. Physical development is promoted well in and outdoors, for instance, by using slides, climbing frames and swings. Children smile and laugh during action rhymes and when dancing to music.

The affectionate care given by the childminder helps children to develop a sense of belonging and trust. Children are happy and confident in the care of the childminder; they are absorbed in learning through play.

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

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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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