

Inspection report for early years provision

Unique reference number	EY391080
Inspection date	18/11/2010
Inspector	Jennifer Devine

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 husband, three children aged six, 11 and 13 years and an adult relative, in Northolt in the London Borough of Hillingdon. The childminder uses mainly the ground floor of her premises for childminding purposes and there is a fully enclosed garden for outdoor play.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom three may be in the early years age range. She is currently minding two children in the early years age group and one child in the later years age group. The childminder is registered on the Early Years Register; and the compulsory and voluntary parts of the Childcare Register.

The childminder is registered to work with an assistant.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and secure in the homely environment and this enables them to feel secure to explore their surroundings and to make steady progress in their development. The childminder has a sound understanding of the Early Years Foundation Stage and provides a range of activities to support their learning. She has sound relationships with parents and shares information on a daily basis to keep them informed about their progress. Although the childminder has not as yet begun to self-evaluate her provision, through discussion she demonstrates she has the capacity to make improvements in the service she provides.

What steps need to be taken to improve provision further?

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

- develop ways of working in partnerships with practitioners when children attend other settings, to ensure continuity of care and learning
- develop methods for using the observations to identify learning priorities to plan relevant learning experiences for each child
- develop ways to include and involve parents in their children's developmental progress and individual learning journeys
- develop the self-evaluation process to support continuous improvement of the provision

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively safeguarded as the childminder understands her role and responsibilities with regard to child protection. She has undertaken further training on safeguarding and knows the procedures to follow if she was concerned about a child. The childminder ensures children can play safely in her home and has conducted risk assessments of her environment to ensure any hazards are identified and removed. Risk assessments for outings are also in place to ensure children's safety is paramount when outdoors.

The childminder maintains all the required records, such as attendance and accident records. Although the childminder has not as yet completed a self-evaluation of her provision, she is aware of developing this to help her identify her strengths and areas for improvement.

Overall, the childminder provides an inclusive environment to children and parents. Children are generally well supported as the childminder is aware of their individual needs and routines through discussions with their parents before they start. For example, she obtained key words to help support a child who speaks an additional language. Children have some multi-cultural resources in the home to support them in learning about the world they live in and recently enjoyed dressing up in saris for the celebration of Eid.

The childminder keeps parents informed about their child through verbal communication at the end of the day. She has not as yet, shared her written observational records of children to enable parents to become fully involved in their child's learning journeys. She has sound relationships with the school and communicates regularly with the teachers to ensure all messages are passed on immediately. However, she has not developed ways of liaising with the school to ensure she offers continuity of learning in the home.

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

Children are happy and settled in the childminder's care. They enjoy the play opportunities they have after school and feel secure in a relaxing environment. The childminder has started to make observations of the children's development and links these to the six areas of learning. However, she has not developed ways of using the observations to identify individual children's learning priorities to plan relevant learning experiences.

Children look forward to coming home after school to the childminder's home where they can choose to play from a range of resources. They also enjoy the interaction they have with the childminder's own children. Their behaviour is managed well and they have developed sound friendships. They play harmoniously together, share and take turns. Any minor difficulties are handled sensitively by the

childminder.

Children have opportunities for activities such as a variety of board games and enjoy their favourite game where they extend their mathematical knowledge as they recognise numbers on the dice and move around the board counting the number of moves.

Children have good opportunities for fresh air and exercise as they regularly visit the local park and can play in the garden. This enables them to run around to release their energy after a busy day at school. Children enjoy role play together and love to dress up and pretend to be pirates or use the many different coloured scarfs making up their own sari outfits.

The childminder has taken steps in ensure children remain healthy and free from cross infection. They do not attend if they are unwell. The childminder holds a valid first aid certificate which enables her to deal with any injuries appropriately. Children learn about the importance of good hygiene and know why it is important to wash their hands before eating. Cross infection is prevented as they have individual hand towels to dry their hands. The childminder provides a cooked snack which is nutritionally balanced and meets individual children's needs, and snacks of fresh fruit are offered. A jug of fresh water is available for children to help themselves too. Children sit together at a small coffee table to eat their meals and they develop their social skills as they eat together. The childminder has developed an area in her garden for growing vegetables and plans to involve children in planting and caring for their own vegetables next year.

Children are developing an understanding of keeping safe and are aware of ensuring they use their booster seats and put on their seat belts when in the car. They are aware and talk about the rules of the house to prevent accidents happening, such as not running in the house. They take part in fire evacuation drills to ensure they are aware of how to safely evacuate the home.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
The extent to which children achieve and enjoy their learning	3
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	3

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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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