

Inspection report for early years provision

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Inspection date	08/10/2009
Inspector	Glenda Pownall
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.

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 childminding

The childminder registered in 2009. She lives with her husband and two children aged one and three years, in the Whitton area of Twickenham, within the borough of Richmond upon Thames. The childminder uses the whole of the ground floor of the house for childminding. There is an enclosed garden for outside play. The childminder makes use of local facilities such as the park, library and toddler groups.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She may care for a maximum of four children at any one time, of which no more than one may be in the early years age range. She is currently minding one child full-time in this age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in the care of the childminder because she provides a caring and inclusive environment. The childminder works closely with parents to ensure that children's individual needs are valued and catered for. The childminder has a generally good understanding of the requirements of the Early Years Foundation Stage which ensures the safe and efficient management of the childminding service she provides. The childminder has a positive attitude towards professional development and is booked on a range of courses to support the continual improvement of her practice. She has thought about which aspects of her practice she can improve in order to improve children's learning and 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 risk assessment procedures by determining the regularity that risk assessment checks need to be undertaken on aspects of the environment according to the significance of the individual risks. Maintain a risk assessment record of these particular aspects stating when and by whom they have been checked. (Suitable premises, environment and equipment) 05/11/2009

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

- develop a robust process for ongoing self-evaluation that covers all aspects of the childcare in order to identify the strengths and priorities for

- development that will further improve the quality of provision for all children
- continue to develop the systems to show clearly the links between what children can do and their next steps in learning. Discuss with parents and incorporate into this system what children can do when they first start
- provide further opportunities for children to select and use resources independently.

The effectiveness of leadership and management of the early years provision

The childminder implements generally effective policies and procedures to ensure the safe and efficient running of the childcare service she provides. As yet she has not devised a formal system to reflect and monitor the effectiveness of her practice to ensure that all requirements are met. However, she has identified self-evaluation and the observation and assessment systems as areas for further development. Since registration the childminder has put a number of improvements in place, such as obtaining a fire blanket and insurance. The childminder has a good understanding of the procedures to follow if concerned that a child is at risk from abuse. She has undertaken training to further her knowledge of child protection and is confident to challenge any concerns that may arise. This protects children whilst in her care.

Children are cared for in a clean, well-maintained and generally safe environment. The childminder risk assesses her premises and the different types of outings she undertakes with children. However, the childminder is in breach of requirements because no record is made of the checks deemed necessary to be undertaken on a regular basis. As a result on occasions some safety checks are missed. The childminder spends much of her time actively involved in children's play. She has a good range of suitable toys and resources but the current organisation of these does not fully promote children's independence. The childminder is inclusive in her practice as she treats all children with equal concern according to their individual needs.

The childminder fosters good working relationships with parents. She shares her written policies with parents and uses a daily diary to share information about children's routines and activities. This promotes continuity of care. Parents particularly value the use of the daily diary and the childminder's relaxed, approachable manner. The childminder is developing an effective system for working in partnership with the schools children attend.

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

The childminder's management of children and their behaviour is good. She is caring and polite, acting as a positive role model to children. Consequently children approach her with ease and behave very well. They feel valued and develop a sense of self-worth as their artwork is displayed and they are included in routine tasks. Children form good relationships with other family members and are

considerate of younger children. Children are developing skills to secure future learning. They are inquisitive in their play showing great interest in how things work. For example, they manoeuvre a digger by pushing the remote control buttons and persevere to work out how a car top flips on and off the chassis.

Children develop an understanding of the diverse society in which they live through discussions and activities about their own culture and those of other people. The childminder offers effective support to children. She is observant of their interests and offers further resources enabling them to develop their play. Children have restricted access to choosing resources independently as most are stored in a locked cupboard. However, the childminder frequently unlocks the toy cupboard to enable children to choose resources and activities that interest them. The observation and assessment systems are in the early stages of development but progressing well. The childminder has observed and identified the children's starting points and plans activities that engage and challenge them. This enables them to make good progress in their learning. The systems for gathering information from parents about what children can do when they first start and also identifying links between what children can do and their next steps in learning are evolving.

Children's good health is promoted through appropriate health and hygiene procedures which are shared with parents. The childminder develops children's understanding of a healthy lifestyle. They are frequently offered drinks of water and the planned menus provide them with nutritious meals and snacks. Mealtimes are social occasions which children enjoy. They chat happily with the childminder who encourages them to talk about their favourite fruits. Children have regular opportunities to undertake physical exercise through visits to local parks and playing in the garden. Children say they particularly enjoy splashing in puddles when out walking. Children demonstrate understanding of how to keep themselves safe. They wait for the childminder at the gate before leaving the premises and talk about the potential hazards of tipping off chairs.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

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	2
The extent to which children achieve and enjoy their learning	2
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	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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