

Inspection report for early years provision

Unique reference number	EY393078
Inspection date	24/11/2009
Inspector	Christine Bonnett
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 was registered in 2009. She lives with her husband and two children aged three and seven years in Twickenham, in the London borough of Richmond upon Thames. The ground floor of the house is mainly used for childminding and there is a fully enclosed garden for outside play.

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

The childminder walks to local schools to take and collect children. She attends local pre-school groups. The family have no pets.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are respected and valued as unique individuals and have their needs met with warmth and kindness within a safe and clean home. Children enjoy their play and make good progress because the childminder has a thorough knowledge of the requirements of the Early Years Foundation Stage. She also understands the benefits to the children and herself of continuously developing her practice.

What steps need to be taken to improve provision further?

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

- conduct a risk assessment on the large trampoline in the garden to assess the potential hazards to minded children
- continue to develop the system of self-evaluation to include the views of parents.

The effectiveness of leadership and management of the early years provision

The childminder gives high priority to safeguarding children. She is aware of the indicators of child abuse, and the procedure to follow to report concerns. Detailed risk assessments are conducted on all areas of her home and for all types of outings to identify and reduce potential hazards to children. However, an assessment of the high risk involved for minded children using the large trampoline in the garden has not been carried out. All records, policies and procedures required for safe and efficient management of the provision are maintained. Children begin to learn how to keep themselves safe as they participate in fire drills from the home and receive a certificate for joining-in 'sensibly and calmly'. The

childminder also teaches them how and where to cross roads safely.

The childminder is committed to broadening her skills and keeping up-to-date with current good practice by attending training courses. She acknowledges that continuous improvement is motivating and rewarding. The childminder self-evaluates her provision well. She accurately identifies areas of strength, and those to develop to enhance her existing good practice. For example, she is aware that she works effectively in partnership with parents, and recognises the value of seeking their views for the next time she evaluates her provision.

The playroom used by the children is clean, bright and conducive to learning. Children's artwork is hung on the walls along with a display representing the current theme, such as pictures and letters for the topic 'green'. Play materials are easily available for children to access independently as they are stored on low-level shelves and baskets. The low-level table and chairs enable children to eat their meals, draw and paint in comfort and safety.

The childminder establishes good partnerships with parents to ensure all their child's needs are fully discussed between them. A wealth of relevant information is gained before the arrangement begins, and is regularly updated. In addition, the childminder has made valuable links with other childminders involved with the children. This ensures that the care provided is always appropriate and consistent for each individual child. A diary is completed each day and records routine events, such as length of sleeps and food intake. This also helps to make sure parents know how their child has spent the day.

The childminder provides an inclusive setting in which each child is supported and encouraged to learn and develop appropriately. Children begin to learn about the society in which they live as they regularly visit a local 'stay and play' group where they socialise with others. They also have ready access to a good range of resources that reflect a representation of people's differing backgrounds and experiences, including disability.

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

Children enjoy their time with the childminder as they engage in a variety of fun and stimulating activities designed specifically for them to support their learning and development. The childminder observes the children and assesses her findings to ascertain their stage of development in each learning area. She then plans the next step in each child's unique learning journey and ensures that it is incorporated into the play plans. The childminder has a good knowledge of the six areas of learning, and how to include them all in the activities she provides. Water play is thoroughly enjoyed. Children are eager to help fill the tray, take off their shoes, put on aprons and start splashing around. As they play, the childminder extends their learning as she talks about pouring and tipping, and using bigger or smaller funnels. This promotes critical thinking in children and they become active learners. Skills for the future are being learnt through the accessibility of books and mark-making materials to promote pre-writing skills. The matching and

counting games foster numeracy and children also use simple computers and programmable toys to enable them to begin to understand how to operate information and communication technology.

Children's independence is promoted as they know where items are stored, and confidently access exactly what they wish to use. A favourite resource is the 'story-sack'. Children laugh and snuggle up to the childminder as she sings with them and makes the duck puppet quack. This also demonstrates that the children feel safe and relaxed in her care. They approach her to express their needs with confidence, such as when they want a snack.

Children learn good hygiene practices as they wash their hand at appropriate times, and use separate cloth towels to prevent the risk of cross-infection. They develop an understanding of the benefits of adopting a healthy lifestyle as they engage in physical play outdoors. They enjoy the range of apparatus in the back garden, such as a slide and tunnel, and regularly visit the local park to generally run around. The park also affords them the chance to learn about the natural world, as they see horses in the next field and squirrels, and look at the trees through the changing seasons.

Meals are provided by the childminder that are healthy, nutritious and take account of children's specific dietary needs. Salmon, chicken, yogurt and fresh fruit are included on the menu. One of the 'house rules' is that children must sit down around the table for snacks. This creates a social occasion, but also helps keep children safe. They also learn to help tidy-up, and manage this efficiently. The childminder explains the boundaries for behaviour to the children to enable them to learn right and wrong, which helps them to develop a sense of security, as they understand what is expected of them.

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	2
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	2
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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