

Inspection report for early years provision

Unique reference number	EY406814
Inspection date	10/05/2011
Inspector	Jane Nelson
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 was registered in 2010. She lives with her partner and two children who are aged four and eight years, in a house in Twickenham, Middlesex in the borough of Richmond Upon Thames. The ground floor of the childminder's house is used for childminding. A bedroom on the first floor is available for use for children's rest if needed. There are toilet and bathroom facilities are on the first floor.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of four children under eight years at any one time, of these no more than two may be in the Early Years age range, and of these no more than one may be aged under one year at any one time. There is no provision for overnight care. The childminder is currently caring for one child in the Early Years age range.

The childminder walks to local schools to take and collect children. She also attends parent and toddler groups and takes children to the local park. The childminder has two pet cats

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual routines, interests and stage of development are reflected in the organisation of the daily routine and the good range of play experiences the childminder provides. Self-evaluation is in it's early stages and is not yet fully effective in identifying and targeting all areas for future development. Good relationships with parents are promoted and result in information being shared well. The childminder is aware of the need to work in partnerships with other childcare settings children may attend.

What steps need to be taken to improve provision further?

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

- develop the use of self-evaluation and use this to identify all areas for future development
- develop the use of observations to reflect children's development over time
- develop opportunities as part of the daily routine to encourage younger children's independence, such as feeding themselves at mealtimes and beginning to learn about hand washing

The effectiveness of leadership and management of the early years provision

The childminder supervises children vigilantly and reminds them of their own safety as they play. Risk assessments are used effectively to monitor and reduce potential hazards. The required risk assessment records, including those for outings, are maintained and reflect that risk assessments are regularly reviewed. The childminder understands her responsibilities relating to child protection and safeguarding issues and what to do if she has concerns regarding the welfare of a child in her care. She is also clear about the procedures to follow if any complaint or allegation is made relating to her. She has attended training regarding safeguarding in the past and is aware of the need to keep herself updated in this area.

The childminder's home is welcoming and child-orientated. Space is organised appropriately for children to play and to eat safely and comfortably. A good selection of play materials, equipment and resources, such as, dressing up clothes are set out in the dining room. Posters and the childminder's own children's creative work are displayed on the walls. A further selection of the children's favourite toys are easily accessible on the floor in the living room.

Good relationships with parents are encouraged and information is shared well, through daily verbal communication and written information the childminder records in children's daily diaries. Information about children's routines and development is obtained from parents when children first come into the childminder's care. This is used by the childminder to follow individual routines and practices, providing reassurance for children. For example, if parents prefer a child to have a short rest during the day in their own buggy, the childminder continues this practice to provide continuity of routine for the child. The childminder records observations relating to children's development illustrating these with the use of photographs and some examples of their creative work. Children's 'next steps' are usually identified, however not all observations and information are dated so it is difficult to establish when some of children's developmental progress has been achieved. The childminder has obtained feedback from parents relating to her service through the use of questionnaires and their responses describe her service as excellent, state they have full trust in her and are completely satisfied with the care provided.

The required records and documentation are well organised and well maintained. The childminder has recently begun the use of self-evaluation and has identified the need for some training to develop her own knowledge, demonstrating a commitment to on going development. However this is not yet developed to include the use of routine reflective practice, for example to identify when routines in her own setting may need reviewing to encourage children as they move on in their development. For example, introducing younger children to the process of hand washing before meals, instead of the use of wet wipes to clean their hands, and encouraging self feeding at meal times.

The childminder makes good use of local resources such as pre-school drop-in

groups and the local library, which she attends regularly with the children. She meets up regularly with other childminders. She is beginning to use information such as some prompts relating to the 'Every child a talker' scheme in her own practice, which she is finding helpful.

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

Children appear confident, happy and secure in the childminder's care. They demonstrate this through constant vocalisation, smiles, cuddles and expressing excitement and pleasure when they see their favourite toys set out waiting for them on arrival at the childminder's home. Children demonstrate they feel safe in the childminder's care ; for example, they confidently help themselves to toys, indicate to the childminder when they feel tired, and listen and respond when the childminder explains why a small toy is not safe for them to use.

Children are helped to learn and develop. They are gaining skills during play and exploration that they will use in the future learning. They enjoy affectionate, caring and positive interaction with the childminder; for example, she sits with them on the floor while they play, she knows and makes sure their favourite toys are easily accessible, and sings a calming song when settling them for a nap. Children's language development is encouraged well by the childminder; repeating words, and talking about what children are doing as they play.

Children make choices about what they play with, and enjoy investigating some the cars and garage set out in the living room floor. They express their pleasure by saying 'cars!' when they see the toys set out. Children immediately begin sorting the cars, helping themselves to more from a box and rolling them down the winding track on the garage. They observe a helicopter on the roof of the garage and hold this high up pretending to fly it through the air. Children concentrate and persist and with this activity, positioning the cars at the top of the track and watching as they roll down the winding track to the bottom. They find a train which they show to the childminder saying 'train' and then a make a 'naah-naah' sound to indicate a police car. Children's interest in cars and vehicles is reflected in a poster displayed in the dining room, encouraging children to name and repeat the names of different vehicles. The play activity is extended to a digging patch in the garden where they have been driving trucks in the soil.

The childminder finds an interactive telephone toy that children particularly like using; she talks to children about the batteries needing replacing and they watch closely as she uses a screw driver to remove the battery cover, insert the batteries and replace the cover. Children excitedly switch the toy back on and use the telephone, holding it to their ear and vocalising, pressing buttons on the toy that initiate different noises and responses. Children later investigate a toy microphone, holding this to their ear and using it like a telephone while smiling, indicating to the childminder they realise it is not really a telephone. A nursery rhyme CD plays in the background and children join in with familiar action songs, such as 'Incey Wincey Spider'. They excitedly move their hands and bodies to the music. The

childminder later continues by singing softly as she settles them for a nap in their buggy.

Children are learning about good hygiene as they see the childminder following good hygiene procedures such as using hand gel to clean her own hands. Wet wipes are usually used to clean children's own hands before meals. This is not yet extended to beginning hand-washing training with the younger children. Parents currently provide children's food and the children enjoy their lunch sitting comfortably in a booster seat while the childminder feeds them. Meals times are not yet fully utilised as opportunities to encourage younger children's independence, for example, through children using spoons to feed themselves. Children have regular opportunities for outdoor play in the childminder's garden and during visits to local parks.

Children take part in local community activities through regular visits to the local library and local pre-school drop-in groups with the childminder, where they are gaining confidence in socialising in a larger group of children. This is good preparation for their eventual move to school. They see the wider world and diversity reflected in some resources they use on a daily basis such as books and dolls, and through different events, such as tasting noodles as part of Chinese New Year celebrations.

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	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	3
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	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

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	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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
--	-----