

Inspection report for early years provision

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Inspection date	20/10/2011
Inspector	Marilyn Joy
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 2011. She lives with her school age child in a second floor flat in Teddington, in the London Borough of Richmond Upon Thames. She lives close to shops, parks, schools and public transport links. Access to the home is via a lift or stairs. The open plan living room/kitchen, the bathroom and a bedroom are used for childminding. There is no access to a garden but suitable alternative arrangements are made for daily outdoor play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of three children aged under eight, two of whom may be in the early years age range. The childminder is currently minding one child in the early years age group who attends school part-time. She supports children who are learning English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

A happy and caring environment is offered where most aspects of children's safety and welfare are given careful consideration. The childminder is keen to develop her practice and improve outcomes for children, although she has not fully developed evaluation methods. Some links are made with the other settings children attend, although partnerships are not yet fully effective in supporting learning. The childminder develops positive relationships with parents, which helps children to settle and feel secure.

What steps need to be taken to improve provision further?

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

- develop self-evaluation processes to reflect on priorities for development that will improve outcomes for children, particularly understanding of the early learning goals to assist in planning children's progression
- develop arrangements for sharing information with other settings children attend in order to ensure continuity and consistency in supporting their learning, particularly when learning English as an additional language
- raise children's awareness of personal hygiene and the importance of washing their hands at appropriate times.

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded because the childminder has a suitable understanding of child protection issues. She has attended training and knows what to do if she has concerns about a child in her care. Appropriate risk assessments are conducted, which help to ensure the premises are safe and secure. The childminder is attentive in her supervision of children and helps them to understand about keeping themselves safe. Documentation is well organised and provides the childminder with all the information she requires to help her meet children's individual needs. The childminder has given some consideration to evaluating her provision and identifying areas for improvement. However, she has not developed effective arrangements for monitoring all aspects of her work and children's learning. She has a positive approach to improvement and is interested in further training to develop her knowledge and skills. A suitable range of resources are easily accessible to children. They are clean and in good condition. There is a park within the residential complex which she uses daily to provide outdoor play and exercise for the children.

The childminder develops positive partnerships with parents, which helps her meet the needs of each child in her care. Parents are well-informed about the service provided. They receive copies of the childminder's policies and discussions keep them up-to-date with children's daily care and activities. Parents comment on how satisfied and happy they are with the care provided. The childminder has made contact with the school children attend so that she can share relevant information with parents. However, she has not developed these links so that she can fully support continuity through activities to complement their learning at school. This is particularly relevant for children who are learning English as an additional language.

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

Children are confident and at ease with the childminder. They enjoy her involvement in their play and they build positive relationships. Children understand what is expected of them and the childminder encourages their communication skills. The childminder speaks clearly and extends conversations so that children are provided with the vocabulary they need to express themselves. For example, when creating their own models from boxes the childminder introduces size, counting and colour. When children hear an aeroplane overhead they excitedly point to it in the sky. The childminder cleverly uses this opportunity to follow their interest and talks about how high it is and how many have they seen. Educational computer games are used well to focus children's attention on identifying shapes, colours and counting. They learn to recognise and follow simple instructions to achieve successful completion of a task. Clear and consistent boundaries provide a suitable framework for children's behaviour. They are encouraged to communicate

with each other and to play cooperatively. They take turns on the computer and share the toys, developing their skills for the future. Children receive praise when they do well which boosts their confidence and self-esteem.

Activities are organised to complement children's time at school, such as crafts and outdoor play. The childminder is beginning to record observations of what children can do, although has not fully developed a system for tracking their progression against the expectations of the early learning goals. Children regularly visit the park and take resources outside with them to encourage imaginative play. They set out a tea party in the play house and wheel soft toys around. A basic range of equipment helps them to extend their physical skills as they swing, slide and climb. Children excitedly play hide and seek as the childminder helps them to count down from 10. They are continually reminded about safety and they take care when crossing the road to the park. As a result, they are starting to learn about keeping themselves safe. Fire drills are practised so that children know what to do in an emergency and can be evacuated quickly. Children are encouraged to develop healthy lifestyles through the provision of nutritious home-cooked meals. They make choices about what they would like to eat. However, children do not always receive reminders to wash their hands before eating or when playing outside as part of promoting good personal hygiene habits. The childminder follows appropriate hygiene routines herself and ensures her home is clean and suitable. Overall, children enjoy their time with the childminder and benefit from her involvement in their 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

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	3
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	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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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	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
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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