

Inspection report for early years provision

Unique reference number	EY428752
Inspection date	24/11/2011
Inspector	Siobhan O'Callaghan
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 2011. She lives with her husband and their two children aged 17 months and four years. The family live in Greenford, in the London borough of Ealing. The home is close to local shops and schools. The whole of the ground floor is used for childminding purposes. There is an enclosed garden available for outside play. The family has a fish pond to the rear of the garden, which is in an enclosed area and not accessible to children.

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 under eight years at any one time. Of these, not more than one may be in the early years age group. She is currently caring for one child in the early years age group on a part-time basis. The childminder attends a local toddler group and childminding support groups.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a welcoming and inclusive home environment for children. Their welfare is promoted through many good practices alongside secure safeguarding procedures. Children are supported to make good progress overall in their learning and development. Overall, there are successful partnerships with parents which support children's continuity of care within the provision. This is the childminder's first inspection since registration and she has worked hard to develop and continually improve her practices. She has evaluated her provision mainly successfully and has attended numerous training sessions, although she has not yet completed a childminding registration course.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- attend a training course approved by the local authority that provides support for childminders in meeting the requirements of the Early Years Foundation Stage (Suitable people) (also applies to the compulsory part of the Childcare Register.)
- 01/03/2012

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

- develop ways in which parents are supported and encouraged to contribute

- to their children's observations and assessments
- develop reflective practice and self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of outcomes for all children.

The effectiveness of leadership and management of the early years provision

The childminder has established a comprehensive range of policies and procedures to support her childminding practices. She has secure systems in place to ensure that all adults in the home undergo essential suitability checks. She has a good knowledge and understanding of safeguarding children procedures. She is aware of her duty to work in partnership with parents and outside agencies to help keep children safe. The childminder organises a safe and secure home environment for children. She continually assesses potential risks and removes any hazards as they arise. She ensures that all outings that she enjoys with children are carefully planned and organised prior to the event.

The childminder organises a stimulating child friendly environment for children. They are able to make independent choices from a good range of quality resources. The childminder ensures that equality and diversity are at the forefront of all aspects of her provision. For example, she values and celebrates children's cultural backgrounds in her provision. She ensures that her resources reflect the diverse community in which the children live. The childminder successfully interacts with all children so that they can participate in the activities available. She ensures that children's individual care needs are met as she converses with their parents through a daily diary. Recent parental questionnaires demonstrate that parents' are very happy with the services provided. Parents' comments include, 'we are extremely happy with the care our child is receiving, she is happy and has settled in very quickly. She has developed so much in the short time she has been in the childminder's care.' These strong partnerships support children's continuity of care. However, systems to support parents' involvement in their children's ongoing assessments are not fully developed. The childminder is aware of the need to establish partnerships with other providers should the need arise.

The childminder demonstrates a committed approach towards improving outcomes for children. Since registration she has attended a number of courses to develop her knowledge and skills. This has included safeguarding children training, first aid and food handling. She has been unable to complete a childminder registration course due to the lack of available local authority training sessions. This is a breach of a legal requirement. However, she is booked to attend a course in the near future and this does not impact on the quality of care provided for children. She has developed good systems to support children's welfare and their ability to enjoy and achieve within her provision. The childminder is beginning to use self-evaluation tools to reflect on her practices. These are in their early stages of development although the childminder is enthusiastic to develop these further. Overall, the childminder has made good progress in improving her provision since registration.

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

The childminder demonstrates a good knowledge and understanding of how young children learn. She plans a stimulating range of activities, resources and experiences both indoors and outside in the garden. Children have ample opportunities to engage in both adult-led and free play experiences. Children enjoy the childminder's positive interaction as she sensitively extends their learning through their play. The childminder has developed good observation and planning systems. These are effectively linked into the Early Years Foundation Stage learning and development requirements. The childminder effectively uses these observations to plan for children's next steps in their learning.

Children are happy and comfortable in their environment. They confidently move between the dining area and their designated playroom which leads out to the garden. They help themselves to good quality resources which are well organised. Children's self-esteem is promoted through the attractive displays of their work, alongside photographs of themselves at play. They enjoy looking at their photographs as the childminder encourages their communication. Children's language is extended and supported through story and singing sessions. The childminder has a broad range of books which are all easily accessible. Children have successful opportunities to develop their problem solving skills. For example, they solve puzzles and play games to support their understanding of shapes and size. Children are confident to explore a range of electronic resources which help them to understand cause and effect. Their creative development is enhanced through a variety of experiences including exploring the properties of paint, dough and corn flour. Children are delighted to play musical instruments and move their bodies in rhythm to the music.

Children's welfare is promoted through many secure practices within the setting. For example, the childminder teaches children about road safety, and the importance of following responsible rules. She supports babies to climb safely down the step leading into the playroom. It is evident that children feel safe and secure in the childminder's care; they enjoy her cuddles and warm interaction. Children's health and well-being is given due focus. For example, children have good opportunities to get daily fresh air and exercise. They love to explore the garden area where they have many opportunities to develop their physical skills. They enjoy riding on wheeled toys, climbing up the slide and pushing along pretend lawn mowers. Children are developing good personal hygiene habits as they follow the childminder's competent practices. Children are offered nutritious snacks and meals throughout the day and drinks are always available. Overall, children are developing polite and respectful behaviour as they follow the childminder's positive role model. This in turn supports children in developing many valuable skills that help to set successful foundations for their future learning.

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

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	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	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
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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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Qualifications and training) 01/03/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- successfully complete training in the core skills as set out in the document 'common core of skills and knowledge for the children's workforce' (Qualifications and training) 01/03/2012