

Inspection report for early years provision

Unique reference number	EY429633
Inspection date	08/02/2012
Inspector	Caren Carpenter
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 mother, sister and brother in a house within the London Borough of Ealing. The whole of downstairs and one bedroom are used for childminding. There is an enclosed garden for outside play. The childminder works with her mother who is also a registered childminder.

The childminder is registered to care for a maximum of six children under eight years; of these, three may be in the early years age range when working on her own. When working with another childminder they may care for a maximum of eight children under eight years; of these, six may be in the early years age range, and of these two may be under one year at any one time. There are currently three children in the early years age group on roll. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminders takes children to local parks, swimming, indoor play areas, the farm, toddler groups and the library. The childminder holds a level 3 early years qualification. The childminder is able to take and collect children from local schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder and her co-childminder provide a warm and welcoming home. The childminder's in-depth knowledge of children's individual needs and interests creates a highly inclusive environment where children make good progress in their learning and development. The childminder provides a wide range of resources that cover most aspects of children's learning. Partnerships with parents are highly valued and help the childminder meet children's individual needs successfully. The childminder and co-childminder identify and act on areas for development effectively overall, showing a good capacity for maintaining continuous improvement.

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 to provide support in meeting and putting into practice the requirements of the Early Years Foundation Stage requirements (Suitable people)

30/03/2012

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

- develop further the good learning opportunities children are offered by providing babies with a range of natural materials to promote their sensory skills to explore and respond to what they see, hear, smell, touch and feel.

The effectiveness of leadership and management of the early years provision

The childminder takes positive steps that help to safeguard children and promote their welfare. She has a good understanding of child protection issues and the importance of reporting concerns. She shares her written child protection policy with parents. The childminder implements effective safety procedures to help ensure that children remain safe at all times. For example, she carries out regular risk assessments in all areas of her home to reduce hazards and records her findings.

The childminder is highly motivated and ambitious and has a clear vision for her provision. She ensures the continuous improvement of her provision by assessing and recording what is done well. She is keen and committed to attend other courses to develop and enhance her practice. However, although the childminder has now booked a place on an approved training course following a misunderstanding, this will not be completed within six months of registering as a childminder. This breaches requirements.

The childminder organises her home and a good range of attractive resources effectively, enabling children to make choices about their play and promoting their independence. However, babies do not yet have access to range of natural resources to fully develop and promote their sensory skills. The childminder plans flexible daily routines to provide a well-balanced day for the children with a wide range of experiences, both in the home and the local community. For example, they enjoy regular trips to the local library, parks and toddler groups. The childminder organises simple activities and resources to increase their understanding and knowledge of the wider world, such as during Chinese New Year celebrations. This enables children to socialise with others and to develop an awareness of the local and wider community. Comprehensive records, policies and procedures underpin all aspects of the childminder's day-to-day practice.

No children currently attending receive support from other professionals or early years providers. However, the childminder is able to explain sufficiently well how links will be formed with others as required to support children's learning and development. The childminder works highly successfully with parents and has effective systems in place to obtain and share information with them. She informs parents of children's daily routine and their developmental progress through a daily contact book. Each child has their individual profile with some photographic evidence of their time spent with the childminder, which she shares with parents. The childminder effectively supports and encourages parents to share, contribute to and update information and be fully involved in their children's continuous

learning and assessment records. The childminder values parents' comments and seeks their views through a parents' satisfaction survey on what she is doing well and areas for improvement. Positive written comments from parents show they are very happy and appreciate the text updates each day, that they are absolutely delighted with the care their children receive and that their children are growing in confidence.

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

Children are very happy, secure and enjoy the quality time the childminder spends playing with them. The environment is well presented to ensure that learning is fun and helps the children make good progress. The childminder has a good knowledge of children's individual needs and the Early Years Foundation Stage and children are motivated and eager to play and learn. The childminder works closely with her co-childminder to provide a wide range of balanced and varied activities that are challenging and exciting, and that cover all areas of learning. They are planned and available to children to fully promote their all-round learning and enjoyment. Her comprehensive knowledge of individual children fosters their firm feeling of trust and security. The childminder knows all children extremely well and has effective systems in place to monitor their progress. She uses her observations to assess what children can do and to identify their next steps in learning.

The childminder builds on children's experiences through actively being involved in their play and learning. She sits on the floor and engages very well, talking, praising, smiling and laughing with the children. She supports and encourages babies and younger children as they develop their communication skills through smiling, laughing and babbling with them, and they clearly enjoy the childminder's company. Children have access to a quality range of books, which they clearly enjoy both independently and with the childminder. The childminder uses a colourful selection of finger and hand puppets to encourage and promote children's love of nursery rhymes and songs. This is complemented with trips to the local library for story and singing sessions. Younger children play with some toys that develop their senses. For example, they investigate the various sounds of battery-operated toys as they learn why things happen and how things work, developing skills necessary to their future success. Children develop problem-solving skills as the childminder helps them complete simple shape-sorter puzzles.

Children have good opportunities to develop their creative skills and enjoy designing and creating their pictures, using a wide range of colourful arts and craft materials. They enjoy participating in cooking activities, such as making flapjacks and cakes. Children enjoy trips to toddler groups. This provides additional good opportunities for children to participate in a wider range of investigation and exploration activities, such as sand and water play. Children develop awareness of diversity and an understanding of the needs of others through a range of activities, such as painting Chinese dragon pictures.

Children adopt good personal hygiene habits through consistent, thorough routines and positive role modelling by the childminder. This enhances children's emerging understanding of how to help stop germs spreading and keep themselves well and healthy. Menus take full account of children's dietary needs and are healthy and nutritious. For example, they enjoy eating a selection of fresh fruits daily such as blueberries, cherries and grapes. Children also have delicious home-cooked meals. The childminder ensures all children have drinking water readily available at all times. Children have good opportunities to enjoy fresh air and exercise as they play in the garden and visit the local park, developing their physical skills. During indoor play, children have lots of fun climbing into a ball pool and crawling through a tunnel. Children also enjoy regular swimming activities.

The childminder creates a safe environment and children show understanding of how to keep themselves safe. For example, they regularly practise emergency evacuations and talk about fire safety. Children's develop good levels of confidence and self-esteem as the childminder provides positive support, praise and encouragement for their efforts and achievements. She has clear written guidelines for acceptable behaviour for children, which she shares with parents to support consistency.

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:

- complete a course approved by an English local authority designed to enable the requirements of registration to be met (Qualifications and training) 30/03/2012

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:

- take action as specified in the compulsory part of the Childcare Register section of the report (Qualifications and training) 30/03/2012