

Inspection report for early years provision

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Inspection date	31/01/2012
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 2011. She lives with her husband and their two children who are aged six and three years in West Drayton in the London Borough of Hillingdon. The ground floor of the house is used for childminding and there is an enclosed garden for outside play. The family has a pet dog.

The childminder 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 group. She is currently minding two children in this age group. The childminder is registered on the Early Years Register and compulsory part of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, secure and cared for with warmth and kindness. The childminder generally supports children's learning and development as they make effective progress towards the early learning goals. The childminder establishes good links with parents to further promote the individual needs of each child. However, the childminder does not make the most of diversity to help children understand the society they live in. The childminder reflects upon her practice with the children and demonstrates a positive commitment towards continuous improvement.

What steps need to be taken to improve provision further?

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

- develop babies' emerging skills by providing equipment to promote standing and walking
- provide resources that reflect the diversity of children and adults within and beyond the setting.

The effectiveness of leadership and management of the early years provision

The childminder has a good knowledge and understanding of safeguarding procedures. This is underpinned by a written policy that she shares with parents. The childminder is safety conscious and understands the importance of identifying and minimising potential hazards. Detailed risk assessments are conducted on the premises, both indoors and outdoors as well as for all types of outings. These are rigorously reviewed as the need arises, such as when redecorating a room, in order to ensure children are not exposed to obvious danger. All required records

are maintained to further promote the safety and welfare of the children.

The childminder recognises the value and importance of reflecting upon her practice and building on her existing skills to enhance her work. Since registration, she has adjusted her routine to provide a better balance of adult led and free play for the children. The childminder is also able to respond more effectively to children's developmental needs by not planning too far ahead. To further develop her skills she is working towards attaining a professional childcare qualification. Parents are involved in her process of self-evaluation by completing questionnaires about the quality of the provision. Comments on the forms indicate that they are very happy with her service.

Effective partnerships are established with parents. There is a regular exchange of information to ensure the individual needs of the children are known and met consistently. The childminder also works with parents to overcome potential difficulties, such as eating issues. Text messages and photographs are sent during the day to keep parents well informed about what their child is doing. Home link books are also used for very young babies to make sure parents have all the relevant information about the amounts of milk taken and lengths of sleep their child has had throughout the day. There are currently no children in the childminder's care who attend other early years settings or who need support from other agencies. However, the childminder is aware of the need to work in partnership with all other parties if the need arises.

The childminder's close working relationship with the parents means that she knows the backgrounds and needs of the children well. However, she does not actively use this knowledge sufficiently well to help children understand the society they live in and to value and respect diversity. Children have plenty of space to explore the play equipment. Cupboards in the playroom are labelled with pictures of their contents to enable them to learn what is inside so that they can select items of their choice to play with. The wide range of resources generally promotes learning in all areas. However, equipment to encourage non-walking children to pull themselves up to a standing position and eventually to walk is not routinely available when needed. The low-level table and chairs contribute towards the children's comfort and safety during table-top activities.

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

Children are relaxed and content in the childminder's care. They enjoy their play and are motivated and interested to engage with the play activities the childminder provides. The childminder understands that one well planned and well resourced activity, such as cooking, can encompass all of the six areas of learning. She carries out observations of the children as they play and evaluates them to determine the children's level of attainment in each learning area. She then identifies the next step in their individual learning journey and the resources and activities she will provide to enable them to make good progress towards the early learning goals. Children of all ages draw and paint which helps them develop pre-

writing skills. Babies enjoy sitting on the childminder's lap and feeling the different textures on the pages of the book she reads to them. The selection of programmable toys enables them to see lights flash and hear sounds when different buttons are pressed. These experiences help children develop the skills they will need in the future to operate information and communication technology. Problem solving and numeracy is promoted as children enjoy singing number rhymes and fitting shapes into the jigsaw.

Healthy and nutritious food is provided. The menu is discussed with parents and includes spaghetti bolognaise, chicken korma, fresh fruit and yogurt. Children learn the importance of eating well and the reasons for adopting good personal hygiene practices. Their good health is further promoted because they enjoy plenty of opportunities for physical exercise. Children play routinely in the park, and crawl through tunnels when they create dens indoors.

Children learn the 'house rules'. These include washing their hands before meals and helping to tidy up. They are gently reminded to share toys and to be kind to each other. Knowing what is expected of them helps children to feel secure and develop a sense of belonging. Children learn how to keep themselves safe as they learn how to cross roads safely and join in with emergency evacuation drills from the home. Young babies show that they feel safe in the childminder's care as they are happy to have their nappy changed and snuggle into her for a cuddle having just woken up.

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	3
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:

Met