

Inspection report for early years provision

Unique reference number	EY432887
Inspection date	07/02/2012
Inspector	Seema Parmar
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 child aged two years, in Stanmore, in the London Borough of Harrow. The whole house is used for childminding and there is a fully enclosed garden for outside play. The childminder is registered to care for a maximum of five children under eight years at any one time, of these two may be in the early years age range. There is currently one child in the early years age range on roll. The childminder is registered on the Early Years Register and compulsory part of the Childcare Register. The childminder walks or drives to local schools to take and collect children. She attends toddler groups, the library and local parks.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder has a developing awareness of the Early Years Foundation Stage. Systems for observing, planning and assessing children's learning are in their infancy. Although children play contentedly, the organisation of toys and resources does not fully promote their independence and self help skills. Required documentation is generally in place, although written permission for seeking emergency treatment is not requested from parents. Partnerships with parents are secure, however parents are yet to be included in their child's learning and development. The childminder has some awareness of her strengths and areas to improve. The childminder demonstrates a capacity to improve by attending training, in order to develop her knowledge and practices, to better outcomes for children.

What steps need to be taken to improve provision further?

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

- obtain written parental permission to seek any necessary medical advice or treatment in the future, for all children (Safeguarding and promoting children's welfare) 19/03/2012

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

- use observations of children's achievements, link to the six areas of learning to identify learning priorities, and plan relevant experiences for the next stages in their development
- develop ways in which parents are supported and encouraged to share, contribute and update information, to become fully involved in their child's

- continuous learning and assessment
- improve the organisation of space, toys and resources to support children's choice and independence skills.

The effectiveness of leadership and management of the early years provision

The childminder has a secure understanding of the necessary steps to take in order to safeguard and promote the welfare of children. The childminder is vigilant in ensuring children's safety within the home and for outings, as she conducts risk assessments well, to identify and eliminate any hazards. The childminder has comprehensive records, policies and procedures, that underpin most aspects of her day-to-day practice. However, the childminder does not request the required written consent from parents to seek emergency medical assistance. This is a breach of a legal requirement and may result in delay in obtaining treatment, to fully promote children's well-being.

The childminder has begun to self-evaluate and reflects on her practices, which enable her to recognise areas to enhance and develop. She has completed the Cache Homebased Childcare training and has identified further training courses that she wishes to attend, to improve outcomes for children. The childminder holds a valid first aid qualification that equips her to deal with minor injuries appropriately. Although the childminder has an adequate range of resources and toys to support the children's interests, these are stored in an upstairs room preventing children ease of access. Thus projecting a learning environment, which appears sparse, with few toys to hand for children to self-select.

The childminder provides an inclusive service for children, as she ensures that she obtains sufficient information about the individual needs of each child. The childminder demonstrates well her understanding of the importance to establish links with other settings to promote the continuity and care of children in her care.

Partnerships with parents are suitably promoted. Children's emotional well-being is nurtured, as the childminder gathers detailed information about most specific requirements to support their welfare and routines. Policies and procedures are shared very well with parents overall. Children benefit from close communication systems between parents and the childminder through daily chats and phone calls. However, the childminder has yet to develop ways for parents to become fully involved in their child's continuous learning and assessment. Written feedback from parents state, that they are very happy with the care offered.

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

Children are happy and enjoy their time with the childminder. She is warm and friendly towards the children, giving them lots of cuddles and attention. The childminder has a growing awareness and understanding of the learning and

development requirements. The childminder has suitable methods in place for observing children's development in their individual profiles. The observations are linked to some of the six areas of learning and there is photographic evidence to support these observations. However, this process is still in its infancy. Children experience a satisfactory range of activities that are interesting and encourage learning. Although the childminder takes out toys for children, as and when they request them, the organisation of the toys and resources does not promote children's independent choices, as they are out of reach. Children are developing their communication, language and literacy, as the childminder extends children's interest in playing as she constantly talks and names everything they do, thus promoting their listening and language skills. In addition, the childminder uses children's home language alongside English to promote children's sense of belonging and security. However, children miss opportunities to enjoy looking at books for pleasure as these are not easily accessible. Children enjoy learning to count as part of the daily routine. They count as they go up and down the stairs, while playing with toys and also actively point to the wall frieze, learning to recognise numbers. Children learn about technology and how things work as they press buttons and listen to the sounds of the programmable toys. This contributes for skills for the future.

Children learn about diversity, as they join in celebrations of different cultural festivals, such as Christmas and Diwali. Children have regular opportunities to visit the local toddler groups and parks. This provides further learning experiences and opportunities, in order to extend children's social skills.

Children are beginning to adopt healthy lifestyles. Children have regular opportunities for fresh air and exercise as they visit the local parks and use the play apparatus to promote their physical skills. Children learn about general hygiene practices as they wash their hands before snacks and after going to the toilet. The childminder operates a no shoe zone to allow children to play around the home without compromising their health. In the main, parents provide packed lunches for their children. The childminder provides fresh fruit to promote and contribute towards children's healthy eating habits. Fresh drinking water is readily accessible for children to help themselves, when they get thirsty.

Children are learning how to stay safe as the childminder talks to the children about the importance of walking safely on the pavement, road safety, holding hands and stranger danger. The childminder understands how to manage children's behaviour appropriately. For example, she praises children's achievements and uses reward stickers promoting their confidence and self-esteem. She has clear and meaningful written guidelines and simple house rules for acceptable behaviour for children, which she shares and has agreed with parents. She has built close and loving relationships with the children and as a result, children are happy and settled in her care.

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