

Inspection report for early years provision

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Inspection date	23/08/2012
Inspector	Rebecca Khabbazi
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 registered in 2012. She lives with her partner and two children, aged three years and one year. The family lives in a three-bedroom house in a residential area of Ashford in Middlesex. The downstairs of the home is used for childminding. A garden is available for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for four children under eight years old, one of whom can be in the early years age range. There is currently one child aged under eight on roll, who is in the early years age group. The childminder has a relevant childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder successfully promotes all aspects of children's welfare and development overall. Children are safe and well cared for in the welcoming, inclusive environment. Good relationships with parents ensure that the childminder knows children well and effectively meets their individual needs. Children progress well in their learning, given their age, ability and starting points, although full use is not yet made of the outdoor learning environment. The childminder has a strong commitment to make good continuous improvement as she regularly evaluates the service she provides. This ensures that the provision is responsive to the needs of children and their families.

What steps need to be taken to improve provision further?

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

- extend the use of the garden to increase outdoor learning experiences across all areas of the curriculum .

The effectiveness of leadership and management of the early years provision

The childminder has a thorough understanding of her responsibilities towards children, which helps safeguard their welfare. She has completed relevant child protection training and is familiar with the steps to take if she has concerns about a child. She makes sure that all relevant documentation that promotes children's health, safety and wellbeing is in place, well organised and up-to-date. She conducts comprehensive risk assessments of the home and makes sure suitable precautions are in place, such as safety gates, so that children can play safely. The childminder makes good use of resources to create a welcoming, stimulating,

indoor, play environment. Children have space to play and can easily choose from a wide range of good quality resources and play materials that match their age and stage of development.

The childminder works closely with parents to make sure that she has a detailed understanding of each child's background and needs. She adapts care where needed, for instance, to fit in with day-to-day changes in routines for eating and sleeping. This helps ensure that children settle quickly and that she meets their individual needs well. The childminder provides good opportunities for children to learn to value diversity. For example, children access a variety of resources and opportunities for tasting different foods and take part in outings in the local community. These all help ensure that equality and diversity are effectively promoted. Parents are well informed through daily discussions and written diaries. They have access to a wide range of written information, including policies and procedures. There are currently no children on roll who attend other settings or need support from other agencies. However, the childminder is aware of the need to work in close partnership with other providers or professionals where required. The childminder has a professional approach to childminding and is committed to providing a good quality service. She makes good use of feedback from parents to continually evaluate her practice and identify any areas for future development. The childminder takes well planned actions to improve outcomes for children, such as re-organising the play area to create zones for different activities. For example, the childminder has created a welcoming hidey-hole area and a quiet space where children can relax and look at books.

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

Children settle quickly. They form strong bonds with the childminder, who is warm and affectionate towards them and responsive to their needs. Young children benefit from familiar routines that help them feel safe and secure. They show a strong sense of belonging as they develop confidence to explore their surroundings. The childminder follows careful procedures for changing nappies, such as using gloves and wiping mats thoroughly, which helps to minimise the risk of cross-contamination. Children benefit from regular meals and snacks according to their needs and preferences. Young children snuggle up to the childminder while they drink their milk and are settled and content following a feed.

Children take part in a wide variety of activities and experiences that help them make good progress in all areas of their development overall. They enjoy daily outings and visits to the park, as well as garden play. However, the garden is not yet fully used to provide a wide variety of outdoor learning experiences across all areas of the curriculum. The childminder knows children well and uses her observations of them to monitor their progress and achievements. She plans activities and provides resources that effectively build on children's knowledge and skills for the future. Young children's early communication skills are fostered when they cuddle up to look at a book or listen to songs and rhymes. They enjoy exploring a 'feely box' full of objects that are different shapes and sizes. They find out what happens when they push a ball across the floor. Children have fun banging on the xylophone or shaking an instrument along to music or songs. They

get messy with sand, paint or cornflour, discovering how it feels and tastes. Children enjoy practising their physical skills with gentle encouragement from the childminder. They show pleasure when they manage to grasp the toy they wanted, or when they bounce on their feet, holding the childminder's hands. Children are well occupied and stimulated throughout the day. They enjoy their time at the setting.

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:	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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