

Inspection report for early years provision

Unique reference number	138646
Inspection date	25/11/2008
Inspector	Victoria Vasiliadis

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the childminding

The childminder was registered in 1992. She lives with her husband in a residential area of Ruislip in the London borough of Hillingdon. The downstairs of the home is used for childminding purposes and toilet facilities are also available on this level. There is a fully enclosed garden for outside play.

The childminder is registered to care for six children under eight years when working alone, she also works with an assistant on specific days, which enables her to care for more children. She has six children on roll aged from nine months to five years who attend on a full and part time basis. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

The childminder is a member of National Childminding Association.

Overall effectiveness of the early years provision

The children are making progress in their learning and development as the childminder understands that children learn best through play. Therefore, she provides them with a selection of activities and resources which supports their learning. Children are safe and their welfare promoted as the childminder has effective risk assessments in place and has a sound understanding of safeguarding issues. The childminder has effective systems in place to share information with parents, carers and other professionals involved in the care of the children. Parents and carers are able to support their children's learning as the childminder records their achievements in the daily communication book.

What steps need to be taken to improve provision further?

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

- continue to develop systems for making observations and assessments of each child's achievements, interests and learning styles and use them to identify priorities and plan motivating learning experiences for each child.

The leadership and management of the early years provision

The childminder has a clear understanding of how children learn and develop and as a result children make progress whilst having fun and through the many play opportunities offered to them. The childminder is able to self-evaluate her practice and has worked with her assistant in order to accurately identify the strengths and weaknesses of the service that they provide. This has contributed to the childminder's understanding of the areas that she wishes to work on. For instance, she has identified that she wants to improve her knowledge and understanding of the Early Years Foundation Stage in relation to planning and observations.

Furthermore, the childminder has addressed previous recommendations, which has improved children's safety.

The childminder works with parents and carers to ensure the individual needs of the children are identified and met. In addition, she has a sound understanding of how to make sure that all children are valued, respected and included. For example, the children are spoken to in a positive manner and they are encouraged to share and have respect for one another. Furthermore, children thoroughly enjoy looking at photographs of themselves and others which increases their self-esteem and promotes a feeling of being valued.

The childminder has a clear understanding of her role in promoting the safety and welfare of the children in her care. She has effective risk assessments in place that identify potential hazards and has taken appropriate action to address any risks to children. For example, a safety gate restricts access to the stairs and low level cupboards containing hazards have been fitted with locks to prevent children from accessing them. Furthermore, the childminder has a sound understanding of safeguarding issues and how to protect children if abuse is suspected. In addition, she has a wide range of written policies and procedures in place to support practice.

The quality and standards of the early years provision

Children enjoy their play and learning as the childminder provides them with a wide variety of activities and experiences both in the home and in the local community. Children are provided with many opportunities to access the local community as they attend toddler groups and drop in centres and visit the library and local shops. This provides the children with good opportunities to build their social skills as they play with other young children and they meet adults who have different roles within the community, such as fire officers and police officers. The childminder has recently begun to make observations of the children's development and has started to identify the next steps in children's learning. However, the information gained from observations is not yet effectively linked to planning.

Children are encouraged to learn about acceptable behaviour through the calm approach which the childminder adopts. Children receive lots of praise for their efforts and achievements and they are encouraged to share with one another and take turns. In addition, the older children within the early years age groups are encouraged to help with the baby. For example, the childminder asks the children if they can find some toys for the baby. One child eagerly goes off to find a toy and returns with a soft toy for the baby. This encourages children's confidence and helps them to understand and develop positive habits and behaviour.

The children are learning the importance of making healthy choices and keeping healthy. This is as a result of the activities the childminder provides for the children. For example, food tasting activities have taken place which allows the children to examine their own choices and tastes. In addition, the children have devised folders on what their favourite healthy and unhealthy foods are, which

leads to discussions about why certain foods are good for you and why others are not so good for your health.

Children learn how to keep safe as the childminder talks to them about staying safe through stories and in their general play. In addition, children are taught about road safety and stranger danger whilst walking to school and on outings.

Children's independence skills are well supported by the childminder. She encourages children to prepare and serve their own snacks and resources are organised to enable children to make choices in their play as they are stored on low-level tables and on the floor. Furthermore, children are enabled to hang their own coats and bags; they recognise their own pegs as each has a photograph of themselves. This increases children's confidence and has a positive impact on their self-esteem.

Children benefit from the effective systems that the childminder has implemented to communicate with parents, carers and other professionals. Parents are able to support their children's learning; they enjoy finding out about their achievements through daily conversation with the childminder and by looking at photographs and information about their child in the daily communication books. In addition, the childminder is devising 'scrap' books for each of the children in the early years age group. This holds written information about the children's achievements, photographs and artwork which parents and carers will have access to.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

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

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since the last inspection there have been no complaints made to Ofsted.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.