

## Inspection report for early years provision

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<b>Unique reference number</b>	138548
<b>Inspection date</b>	19/12/2008
<b>Inspector</b>	Victoria Vasiliadis

<b>Type of setting</b>	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 2000. She lives with her partner and two children, aged 16 and 13 years. They live in a residential area of Eastcote in the Borough of Hillingdon. Access to the premises is via a step to the front of the house and the whole of the ground floor is used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She can care for a maximum of six children under eight years, three of which may be in the early years age group. She is currently minding three children within the early years age group, who attend on a full and part-time basis.

## **Overall effectiveness of the early years provision**

The children are settled, secure and happy in the care of the childminder. This is a result of the warm, welcoming and safe environment that is provided. All children are learning and developing, and their welfare is promoted as a result of the childminder's knowledge of the children in her care and through the activities and resources that she provides for them. The childminder works well with parents, carers and others to identify and support the individual needs of all the children. The childminder is aware of her own strengths and weaknesses and is keen to make improvements in order to develop and enhance the service she offers.

## **What steps need to be taken to improve provision further?**

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

- ensure that the information gained from observations about the next steps in children's learning are effectively linked to planning.

## **The leadership and management of the early years provision**

The childminder is well organised and has developed good record keeping systems to ensure that all children's individual needs are identified and met. The childminder has clear written policies and procedures in place to support her practice in relation to children's safety and welfare. In addition, she has kept herself up-to-date with the Local Safeguarding Children Board procedures and has a valid first aid certificate. Furthermore, the childminder has organised her home well which enables the children to select their own resources and activities, and to explore and play happily in a safe and secure environment.

The childminder has a clear understanding of how to keep children safe and has identified and addressed potential hazards for children within the home. Furthermore, there are effective risk assessments in place which ensure the

children are safe both indoors and outdoors. In addition, the childminder has a sound understanding of how to protect children if abuse is suspected and the reporting procedures to follow.

The childminder has developed effective links between the parents, carers and others involved in caring for the children. Parents and carers are encouraged to share what they know about their child. For instance, parents complete 'all about me' forms along with contracts and consent forms which hold all the necessary information to ensure the children's needs are identified and met. In addition, the childminder uses the nursery themes to link to her own planning, this ensures consistency of care and further supports the children's learning and development.

The childminder demonstrates, both in her practice and in her self-evaluation, a clear understanding of her role in promoting children's welfare and learning. Furthermore, she is able to accurately identify her own strengths and weaknesses and has taken steps to address these. For instance, she has attended a briefing session on the Early Years Foundation Stage (EYFS) and wishes to continue to develop her knowledge and understanding of the EYFS further. In addition, she has completed previous recommendations to ensure the safety of the children in the garden.

## **The quality and standards of the early years provision**

The childminder places appropriate emphasis on ensuring that her practice is inclusive for all children and families. The childminder works particularly well with parents, carers and others involved in caring for the children. For example, a communication book is used for the younger children, which is shared with parents to record information about the child's day and their achievements. In addition, the childminder talks to the parents on a daily basis, and the nursery staff when collecting children. As a consequence, the children's individual needs are identified and met, and their self-worth and esteem is promoted as they see that those who care for them are valued and respected within the setting they attend.

Children benefit from the suitably organised environment which enables them to make choices in their play. They are provided with a good selection of resources and activities across all areas of learning. Furthermore, the childminder takes into account the children's interests, ages and their abilities when planning. The children are settled and content in the childminder's care and they eagerly take part in the activities offered to them. The childminder has started to record observations on the children's development which she uses to record children's achievements across all six areas of learning. However, observations and the next steps in children's learning do not yet clearly link to planning.

The children are well supported in their learning as the childminder sits with children at activities. Furthermore, the children's language skills are developing well as the childminder encourages them to think and respond. Simple conversations take place with the children about topics such as shapes, dinosaurs, Christmas and nursery.

The children are learning the importance of being healthy and staying safe. This is a result of the activities that the childminder provides for the children. For instance, children take part in making fruit kebabs and the childminder provides the children with a selection of healthy and nutritious meals. Furthermore, the childminder talks to the children about keeping safe when crossing roads and about stranger danger.

Children are encouraged to learn about acceptable behaviour through the calm approach of the childminder. Children receive praise for their efforts and achievements which encourages their self-esteem. For example, the childminder supports children in their play, making suggestions about how the train track can be fitted together. Furthermore, photographs of the children are displayed at low level which helps the children to feel valued and included.

## 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

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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](http://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 that required the provider or Ofsted to take any action in order to comply with the Early Years Foundation Stage.

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.