

Inspection report for early years provision

Unique reference number	138881
Inspection date	23/09/2010
Inspector	Victoria Vasiliadis

Type of setting	Childminder
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E: enquiries@ofsted.gov.uk
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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 1994. She lives with her husband and one adult daughter in a residential area of Uxbridge in the borough of Hillingdon. The ground floor of the house is used for childminding, children have access to the first floor bathroom and there is a fully enclosed garden for outdoor play.

The childminder is registered to care for a maximum of six children under eight years at any one time. There are currently four children on roll, two of whom are within the early years age range. Children attend on a part-time basis. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children are settled, secure and happy in the care of the childminder. This is as a result of the warm, welcoming and safe environment that is provided. All children are learning and developing and their welfare promoted as a result of the childminder's knowledge of the children in her care and through the activities and resources that are provided. 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, such as her systems for observation and assessment.

What steps need to be taken to improve provision further?

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

- enhance the systems for planning and assessing children's progress towards the early learning goals.

The effectiveness of leadership and management of the early years provision

The childminder has a clear understanding of her role in promoting the safety and welfare of the children in her care, as a result, children are cared for in a safe environment. The childminder has effective risk assessments in place that identify potential hazards and has addressed these. For example, a safety gate restricts access to the stairs, kitchen and front door and hazardous materials have been made inaccessible to the children. In addition, the childminder has a wide range of written policies and procedures in place that support her practice. She does not allow unvetted individuals unsupervised access to the children, which ensures their

safety and welfare.

The childminder is welcoming to everyone and children are provided with a well resourced environment which enables all children to feel secure to explore and progress in their development. She demonstrates both in her practice and in her self- evaluation a clear understanding of her role in promoting children's welfare and learning. She is able to accurately identify her own strengths and weaknesses and has taken steps to address these. For example, she continues to work on her systems for observing and assessing the children's learning and development. In addition, she regularly attends training via the local authority in order to update her knowledge and understanding of relevant childcare issues. For instance, she completed training on the Early Years Foundation Stage and Enabling Environments - indoors and outdoors. The childminder has addressed all of the recommendations raised from the previous inspection, this has improved outcomes for children.

Children benefit from the effective relationships between their parents, carers and school. The childminder ensures that parents provide written information about their children's individual needs including their cultural and dietary needs, religion and languages spoken at home. This ensures children's individual needs are identified and met and continuity of care offered. Parents receive regular feedback about their child's learning and development as the childminder produces a summative report for them. The childminder seeks the views of parents via her feedback form and comments from parents reveal that they are happy with the care offered. As there are well established links with the local school, the childminder is able to provide continuity of care and enhance the children's learning. She takes into account some of the topics that are covered by the school, such as the festivals that they acknowledge. She uses this to complement and support the children's development within her setting, thereby contributing positively to the children's achievement and well-being.

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

Children are valued as unique individuals as the childminder takes into account the children's interests, ages and abilities when planning for them. The childminder conducts observations on the children's development which she uses to record their achievements across all areas of learning. This information is then used to identify the next steps in children's development. As a result children are provided with a challenging environment which supports and extends their learning. Resources are plentiful, fit for purpose and support children's development. Children can access toys and make choices in their play as they are stored at low-level, which increases their independence skills.

Children are encouraged to extend their learning as they actively explore and take delight in playing with the resources available to them. They investigate how things work as they use toy electronic guitars, telephones and programmable toys. They learn about their local area when outdoors and show curiosity and interest in

objects, such as the different cars that they see when walking back from school. Children's problem solving and numeracy skills are supported by the childminder who helps children to learn through practical everyday situations, such as counting how many shapes there are and when completing puzzles of varying difficulties.

Children's competence in communicating, speaking and listening are developing well. They are provided with opportunities to mark make, draw and paint using a range of tools. The childminder allows time for the children to have fun when talking about actions such as up and down, particularly when attending to their personal needs. She listens and responds to children's ideas and interests and introduces new words to the younger children, who enjoy repeating words and laughing.

Children's behaviour is managed in a calm and sensitive manner by the childminder who sets clear, reasonable and consistent limits which helps children to play and work feeling safe and secure. Children are given lots of praise and encouragement for their efforts and achievements which promotes their self-esteem and confidence. Children are provided with positive images such as books, dressing up clothes and dolls that help them to embrace differences in ethnicity, languages, religion and culture. In addition, the childminder acknowledges a range of festivals, such as Diwali and Easter as a means of increasing the children's understanding of the wider community in which they live.

Children's health is well supported and they are beginning to learn the importance of healthy eating. The children are provided with healthy snacks and meals which take account of any dietary requirements or allergies. Children have access to the outdoors where they develop their physical skills as climb, run and jump.

The children are cared for in a safe and secure environment and are learning the importance of how to keep safe. For example, children know what to do in the event of a fire because they routinely practise the evacuation procedures and discussions take place about what happens if something hot is touched.

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	2
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

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