

Inspection report for early years provision

Unique reference number	138400
Inspection date	04/10/2010
Inspector	Victoria Vasiliadis

Type of setting	Childminder
------------------------	-------------

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 1996. She lives with her husband and two adult children in Ruislip in the London Borough of Hillingdon. Downstairs of the premises are used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of 6 children under eight years, with three in the early years age range at any one time. She is currently minding one child within the early years age range and one child within the later years age group. The childminder is registered on the Early Years Register and 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 childminder ensures an inclusive service is provided. She works well with parents to make certain that the children's individual needs are identified and met. In addition, the systems for sharing information where children receive education and care in more than one setting are well developed. As a result, children are making good progress in their learning and development. Self-evaluation is in place and the childminder has sought the input of parents as part of this process. The childminder has an accurate awareness of the strengths of her provision and aspects that she wishes to improve, such as her system for observation, assessment and planning.

What steps need to be taken to improve provision further?

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

- continue to further develop the observation and assessment procedures, so as to monitor children's progress towards the early learning goals.

The effectiveness of leadership and management of the early years provision

Children are cared for in a safe and secure environment. The home is well organised and childminder provides a happy and stimulating environment for the children where they have access to good quality resources and equipment. There are effective risk assessments in place and the childminder takes appropriate action to ensure that risks both inside and outside are minimised so that children can play safely. There are robust systems in place to ensure that un-checked adults do not have unsupervised access to the children. The childminder is clear of the procedures to follow when dealing with allegations of abuse and written procedures are in place to support her practice. In addition, she has completed

safeguarding training as a means of keeping herself updated on current issues.

Self-evaluation is effective and the childminder has sought the views of parents via a questionnaire that she devised as part of this process. She is keen to further develop the systems for observing and assessing the children's learning and development to monitor individual progress towards the early learning goals of the Early Years Foundation Stage. She is able to identify her own strengths and weakness and has addressed recommendations made at the last inspection. Subsequently children's safety is improved. The childminder continues to attend training in order to ensure she remains informed of relevant childcare issues. For example, she has completed an National Vocational Qualification at level 3 in Childcare.

The childminder takes a proactive role in establishing effective working partnerships with parents and others. The childminder is in regular contact with the school that the children attend. She complements the children's learning and development as she follows through with themes and topics that are being covered within the school. Parents are encouraged to share information about their child through the use of an 'all about me' form. This holds information about the children's health, dietary requirements, cultural and religious observations, languages spoken and social development. Consequently, the childminder is aware of the children's individual needs and ensures that these are well planned for. Discussions with parents reveal that they are very happy with the service that is offered by the childminder.

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. As a result children are provided with a challenging environment that supports and extends their learning. They actively explore and take delight in playing with the resources and activities available to them. For example, the children excitedly join in with the cooking activity and proudly show their parents the end results.

Children's health is well supported and they are provided with healthy snacks which take account of any dietary requirements or allergies. Children have access to an outdoor area and park where they develop their physical skills as they climb on the equipment or run around. Children are also encouraged to wash their hands before eating or after using the toilet and know that this minimises the risk of cross-infection and helps to keep them healthy.

Children are learning about their environment as they take part in long-term growing projects, such as when growing beetroot and tomatoes. The childminder extends the children's learning as they discuss the different parts of the beetroot and the purpose of each. For example, they talk about how the stem provides the beetroot with nutrients which helps to make it grow. In addition, the children are learning to respect their environment as they are encouraged to recycle materials

and discussions take place with the children about bio-degradable materials and the impact that some materials have on the planet.

Children learn about how things work as they have access to electronic games which they enthusiastically partake in. In addition, during the cooking activity there are discussions about why the microwave plate goes around in circles and they explore how the consistency of the chocolate changes when melted. The childminder encourages the children to speculate on the reasons why things happen or how things work. As a result, children's communication skills are well supported as they communicate and share their ideas and thoughts with adults and peers.

The childminder increases the children's awareness of languages and writing systems other than that of English. For example, there are books available in dual languages and the children look at how 'hello' is written in a range of languages and they attempt to pronounce greetings in languages such as French, Greek and Spanish. This leads to spontaneous discussions about different religious beliefs and customs. Consequently, children's thinking is challenged and they are learning to embrace differences in language, religion and culture.

Children are happy, secure and settled as the childminder ensures the children's emotional well-being is suitably promoted. For example, children are encouraged to express their ideas and feelings, such as joy, frustration or sadness. This enables them to develop strategies to cope with new or challenging situations. The childminder acts as a positive role model for the children as she treats each child as an individual and with respect. Children's behaviour is managed in a calm and sensitive manner as the childminder sets clear, reasonable and consistent limits that help the children to play and work feeling safe and secure. In addition, the children are encouraged to discuss and agree house rules which must be followed. Children are given lots of praise and encouragement for their efforts and achievements which promotes their self-esteem and confidence.

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. In addition, the childminder talks to the children about how to keep safe when they cross the road and how to conduct themselves when walking back from school.

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
--	---

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

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