

Inspection report for early years provision

Unique reference number	EY382077
Inspection date	17/03/2009
Inspector	Deborah Jane Orchard

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 2008. She lives with her husband and two children aged three and one in Isleworth in the London Borough of Hounslow. The whole of the house is used for childminding and there is a fully enclosed garden for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of three children under eight years at any one time and is currently minding two children part-time in the early years age group. The childminder attends the local parent and toddler groups. The childminder is a qualified teacher.

Overall effectiveness of the early years provision

Overall, the quality of the provision is outstanding. Children are flourishing and making excellent progress in all areas of their learning and development. The childminder is able to fully recognise the uniqueness of each child. She works closely with parents to ensure children's individual needs are identified and met. The provider constantly self-evaluates and is highly committed to continuous improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- keep a record of evacuation drills carried out and a fire log of any problems encountered

The leadership and management of the early years provision

Children are being cared for by a highly motivated and enthusiastic childminder. The environment is very well organised, allowing children to freely explore both indoors and outside. The clearly labelled resources are easily accessible allowing children to make choices in their play. The childminder carries out detailed risk assessments on all areas used by children. This helps to ensure the children remain safe and secure in her care. There are excellent systems in place to ensure the provision runs smoothly, these include, detailed policies and procedures, which work well in practice. The childminder has a clear understanding of child protection issues and is fully aware of her responsibilities if she has any concerns about a child in her care.

The childminder is skilled in reflecting on the service she provides. She keeps children at the centre of what she does, constantly taking children and parents views and wishes into account. For example, she was able to recognise that the children settle easier when arriving via the garden and has now changed the entrance for her provision. She has completed a written self-evaluation, which she

uses to support her in identifying her strengths and any areas of her service she wishes to develop. The childminder has formed excellent working relationships with parents. She is proactive in ensuring she works closely with others involved in the children's care. For example, by visiting nurseries where the children also attend. The childminder communicates verbally with parents each day. She also provides a detailed daily diary, which includes regular observations and details of how she is planning for their learning and development. Parents receive photos on the computer each month, showing the rich experiences their children receive and how these support their learning. In addition, parents have the opportunity to meet quarterly with the childminder to discuss their children's progress. The parents written comments are positive, demonstrating that they are delighted with the service their children receive.

The quality and standards of the early years provision

Children are happy and excited to explore the warm and vibrant learning environment. They have plenty of opportunities for self-initiated play and also have fun participating in group activities. The childminder fully supports children's learning as she is able to recognise when to get involved and when to allow children to continue by themselves. For example, as babies proudly develop their skills in climbing stairs, she stays nearby to ensure they remain safe. Children have a strong sense of belonging as the childminder is attentive and affectionate. They feel valued as they are able to see their art work on the walls and look at photo books about their families. The childminder's knowledge of the Early Years Foundation Stage and understanding of how children develop, ensures she effectively plans for their individual learning and development. She obtains information from parents regarding children's starting points and carries out sensitive observations. This enables her to recognise the uniqueness of each child and provide a fully inclusive service.

The children have fantastic opportunities to make connections in their learning. The childminder has a highly developed understanding of different ways in which children learn. For example, she helps them to capture all elements of the African music. Children move their bodies and illustrate the stripes of a tiger and the beat by making marks on paper. They rediscover their experiences as they talk about playing on the swing in the park yesterday. Children are focused and engrossed in their play, showing great curiosity as they look in the treasure basket. They have a lovely time in the garden emptying and filling containers in the water tray. They explore the natural environment as they make dens and dig and plant outside. Children are developing their communication skills as the childminder talks and listens to them. The children enjoy snuggling up for stories and learn different concepts as the childminder talks about the height and smell of the sunflowers in the book. Children behave well as they are encouraged to respect and value each other. They have opportunities to make cakes to celebrate their birthdays and participate in a variety of events which have particular meaning to the children attending. They play with a variety of resources which positively reflect diversity within the community.

Children are able to learn about staying safe. They visit the local fire station and

take part in fire drills within the home, although these are currently not recorded. Children are able to understand the importance of being healthy as they learn about personal hygiene. For example, the childminder tells them about germs and why we need to wipe our noses. They enjoy healthy and nutritious foods, which meet their individual dietary requirements. Children are relaxed as they sit comfortably at a low level table enjoying their home made soup.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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

There have been no complaints made to Ofsted since registration.

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.