

Inspection report for early years provision

Unique reference number	EY371842
Inspection date	03/03/2010
Inspector	Kim Mundy

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 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 2009. She lives with her adult children in Northolt in the London borough of Ealing. The ground floor and first floor toilet facilities of the house are used for childminding, and there is a fully enclosed garden for outside play. The childminder attends the local parent and toddler group. The family has no pets.

The childminder is registered to care for a maximum of four children at any one time; of these, three may be in the early years age range. She is currently minding three children in this age range. 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 satisfactory.

Children are happy and content in the childminder's care; they are making satisfactory progress towards the early learning goals. There is some weakness in the provision, although the childminder is committed to addressing the necessary improvements required to enhance the children's learning opportunities. The childminder works in partnership with parents in order to meet the individual needs of the children. Overall, children's health and safety are suitably promoted.

What steps need to be taken to improve provision further?

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

- ensure that appropriate fire control equipment is provided in working order and that children practise the fire drill
- continue to develop the systems for monitoring and evaluating the continued quality of the provision
- develop the new planning and assessment processes to further enhance children's experiences and learning opportunities
- continue to build on all toys and resources, including those which promote diversity, and plan a wider range of activities to improve learning outcomes for children.

The effectiveness of leadership and management of the early years provision

This is the childminder's first inspection since registration. Children are comfortable and secure in the childminder's home. The childminder takes necessary steps to safeguard children; she is aware of the possible signs and symptoms of child abuse and she knows the correct procedures to follow should she have concerns. In addition, adults living on the premises are suitably checked and children are supervised by the childminder at all times. The childminder is aware of the

importance for safety within the home and on outings. Written risk assessments are undertaken, which identifies most hazards to protect children. However, fire control equipment is not suitably available in the kitchen to ensure children's safety in the event of a fire, and the childminder has not yet practised fire drills with the children on her new premises.

The childminder provides an inclusive environment for children, for instance, she adapts activities so that all children are able to be involved at a level that is suitable for their age and stage of development. She has experience of caring for children with special educational needs and/or disabilities. Children have access to a range of toys and resources, although the childminder identifies the need to build on these to fully promote the children's learning outcomes.

The childminder has established effective relationships with parents and this contributes to children's well-being while in her care. The childminder and parents exchange verbal feedback about children's routine and achievements. She is beginning to make links with other provisions that children attend to ensure continuity of their learning and care.

The childminder is just starting to evaluate her new childminding service and she has the capacity to make continuous improvement. The childminder is keen to extend her knowledge and skills, for example, she is currently undertaking a National Vocational Qualification at Level 3 in childcare and education.

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

The childminder helps children to gain an awareness of how to keep safe as they learn about how to cross the road safely and to be careful as they play. Children are protected from unnecessary illness as they do not attend if they are infectious. Suitable procedures are in place for accidents and medication. The childminder holds a valid first aid certificate, which means that any accidents are managed appropriately. Through the daily routine, children are learning healthy practices, for example, hand washing. They enjoy fresh air and exercise at the park and increase their physical skills as they climb, balance, slide and dance to music.

Parents are given the option as to whether they provide their child's food. Children experience sociable mealtimes and their individual dietary requirements are met. Suitable child-size furniture is available to enable them to sit comfortably and enjoy their food. Children's behaviour is managed effectively and in a manner appropriate for their stage of development and particular individual needs. Praise and encouragement helps children to develop their self-esteem and they smile proudly as they complete specific tasks with the childminder's support.

The childminder has just started to observe the children's progress during their play. Her systems for planning, observing and assessing children's progress towards the early learning goals are in their very early infancy. The childminder interacts warmly with the children, sitting with them and offering appropriate levels of support. Children are making satisfactory progress in their learning and

development. However, the childminder recognises the need to provide a wider range of activities to fully promote children's learning outcomes in all areas of learning.

Children have opportunities to develop early writing skills and they recognise letters, words and numbers on posters displayed in the home. The childminder uses open-ended questions well to develop their speaking and listening skills. Children are finding out how things work and show an interest in imaginative play as they scan foods through the cash till. They count confidently and name colours spontaneously while playing with cars. Children are learning about the wider world through regular visits to the local area, such as parks. They have access to some resources that reflect diversity, such as books and dolls. This enhances their knowledge and understanding of the world in which they live.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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