

## Inspection report for early years provision

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<b>Unique reference number</b>	EY305737
<b>Inspection date</b>	18/08/2009
<b>Inspector</b>	Deborah Jane Orchard
<b>Type of setting</b>	Childminder

## 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.

## **Description of the childminding**

The childminder was registered in 2005. She lives with her husband and two children aged two and five in Greenford in the London Borough of Ealing. The ground floor of the premises is used for childminding, with toilet facilities and a sleep room available on the first floor. There is an enclosed garden available for outside play. The childminder is registered to care for a maximum of four children at any one time, of these, no more than two may be in the early years age group. She is currently minding one child in the early years age group. The childminder is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. The childminder is a member of the National Childminding Association.

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

Overall the quality of the provision is good. Children are confident and secure as the childminder is warm and supportive in her approach. The childminder recognises the uniqueness of each child and provides experiences and activities which enable them to progress in all areas of their learning and development. The childminder demonstrates her commitment to continuous improvement to strengthen the service she provides for the children in her care.

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

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

- continue developing the observation and assessment arrangements to clearly demonstrate the progress children are making
- ensure children are able to access toys and resources independently

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

The childminder is committed to development of the service she provides. She attends relevant training to keep up to date. For example, the childminder has attended safeguarding training and has a clear understanding of her role and responsibilities if she has any concerns about a child in her care. She has sound knowledge of the Early Years Foundation Stage and how children learn. The childminder uses a written self-evaluation to support her in identifying her key strengths and areas she wishes to develop. She demonstrates her ability to maintain continuous improvement by addressing the recommendation made at the last inspection. She seeks support from the Early years support team to enhance her service.

A range of clearly written policies and procedures are in place, which the childminder implements in her daily work. These include, complaints and safeguarding policies. She has in place all the required documentation, which

supports her in being able to run an efficient service. Children are kept safe in the home and during outings as the childminder carries out regular written risk assessments, this helps her identify and reduce any possible hazards. Children's awareness of how to stay safe is being encouraged as they participate in evacuation drills and talk about potential dangers when they are out.

The childminder has effective working relationships with parents, communicating verbally each day and by email. Parents are informed of their child's activities and development and have access to an information board. The childminder recognises the importance of effective communication and the value of working with any related agencies to ensure continuity of care.

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

Children are secure and relaxed in the childminder's home. They spend their time happily engaged in various activities. Children are able to move freely around the home with good free flow from inside to outdoors, enabling them to explore their environment. Children confidently negotiate space as they manoeuvre dolls in buggies from inside to the garden area. There is a good balance of adult led and child initiated play. Children confidently make requests, which the childminder recognises and respects. However, they cannot always easily access toys independently as many are stored in large boxes.

Children receive sufficient challenge as they are encouraged to try things for themselves. They persevere as they play the 'jitter bugs' game, helping develop their concentration and hand and eye coordination, as they hook the bugs. The childminder engages in children's play, spending lots of time talking to them. This helps to support their language development. Children develop self-help skills and confidence in potty training and washing their hands. They play imaginatively and find out how things work as they use the play tills and make marks on paper. The childminder provides many opportunities for children to be creative. They have fun as they roll and mould play dough, making different shapes and talking about the different colours. They listen to a variety of music and have access to musical instruments.

Children enjoy healthy snacks and find out how things grow as they pick beans from the garden. The childminder provides suitable foods appropriate to the hours of attendance, taking account of children's individual dietary requirements. Children help themselves to drinks throughout the day. The outdoor area provides children with daily opportunities to develop their physical skills as they run around and use the equipment, in addition, they make regular trips to the park. The childminder recognises each child as an individual. She is carrying out written observations and provides photos of children to support these. This is an area the childminder is reviewing to demonstrate more clearly the progress children make.

Children behave well in the setting as the childminder sets clear boundaries and is consistent in her approach. Children are learning to share and turn take, they are being encouraged to use good manners. They have opportunities to socialise with others at local groups, which helps develop their social skills.

## 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

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