

## Inspection report for early years provision

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<b>Unique reference number</b>	138566
<b>Inspection date</b>	08/06/2009
<b>Inspector</b>	Katie Dempster
<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 1999. The childminder lives in a three bedroom end of terraced house, with her husband and adult daughter. The premises are situated in a residential area of Ruislip, close to local schools, shops and parks. The whole of her premises is used for childminding and there is a fully enclosed rear garden for physical play.

She is registered to care for the maximum number of six children under eight years, with three in the early years age range. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The family have two dogs and a cat.

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

Overall the quality of care is good. Children are cared for in a well-organised and child-orientated home environment where they are kept safe and secure at all times. They are highly valued as individuals and provided with a broad range of activities which supports their learning and development needs very well. All the required documentation is in place and systems to record children's progress are effective in supporting children's development. Good working partnerships with parents are established and this contributes effectively to the childminder's knowledge of the individual needs of all the children in her care. The childminder is passionate and committed to developing her service and improving her practice, she uses self-evaluation well to ensure areas for improvement are identified and actioned.

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

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

- build on partnerships with parents by providing additional information regarding the Early Years Foundation Stage to allow them greater insight into their children's learning.

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

The childminder is committed to improving and developing her childminding service. She has prepared herself very well for the Early Years Foundation Stage through attending training and reading relevant information. Through this continuing development and improvement of her setting she ensures quality care for all children. There are effective systems in place which she uses well to monitor her own effectiveness, which includes completing the Ofsted self-evaluation document and parent feedback questionnaires. All documentation, including a wide range of detailed and well-written policies and procedures effectively promote

children's good-health, safety and welfare. The childminder ensures children's safety through her written risk assessments which cover her premises and all visits and outings. The childminder fully understands her responsibilities in protecting children from possible abuse and this is clearly reflected in her safeguarding policy.

The childminder has developed positive relationships with the parents and good communication ensures they are kept aware of their children's care, development and progress. For example, in addition to verbal feedback, younger children have diaries which give detailed information of their daily routine and activities they take part in. Parents have access to lots of information about the childminder and the care she offers. A fun and informative website is available for parents to read about the childminder and her family, her policies and view some pictures in the gallery of children enjoying activities. However, parents are not given sufficient information about the Early Years Foundation Stage and how the childminder is implementing the framework with the children, meaning parents may not be clear on the significance of the progress their children may be making during feedback from the childminder. The childminder actively seeks parents' views and welcomes their feedback and always accommodates their wishes.

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

Children are very happy and have lots of fun in the welcoming and child-orientated setting. They make good progress in their learning and development because the childminder is caring, motivated and enthusiastic in her approach. She has developed a warm relationship with the children who benefit from her very positive interaction and continual praise and encouragement. For example, children enjoy showing her their work as she enthusiastically congratulates them on such lovely drawings. Photographic evidence shows how children are helped to develop their mathematical understanding and independence skills. For example, helping to make cakes which they measure the ingredients for and then help with the washing up. Young children listen and concentrate well as the childminder shows them how to use a new type of writing and drawing material, she explains how the paint pens work and talks to them about the different colours. Children have access to a large selection of resources to help them stretch their imaginative skills, for example, dressing up clothes, dolls and trains. The environment is rich in colourful displays, posters and interesting toys and resources. Children have access to a wealth of equipment which is all clearly labelled to help children make independent choices. Outside, children enjoy playing on the trampoline and with the bikes, slide and swing. This well equipped garden area encourages children to enjoy fresh air and be active outdoors. Children's progress is well planned for as key observations, linked well with the areas of learning, are used to inform planning and ensure children are meeting their individual targets within the development matters of the Early Years Foundation Stage.

Children are learning about keeping themselves safe and the dangers of traffic when out and about. Through taking part in regular fire drills they learn how to evacuate the premises quickly and safely should the need arise. They learn good hygiene practices as the childminder assists younger children with wiping their noses, she teaches them how to blow their noses and explains the importance of

safely throwing away dirty tissues to prevent the spread of germs. Children benefit from the healthy and nutritious snacks and meals provided by the childminder. They talk about healthy options and are encouraged to experiment by trying new foods from other cultures. Children behave very well and follow good manners, they ask politely for toys from one another and say please and thank you. The childminder remains very positive in her approach, offering children her attention and lots of praise, this often helps to avoid displays of negative behaviour.

## 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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