

## Inspection report for early years provision

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<b>Unique reference number</b>	138630
<b>Inspection date</b>	09/11/2009
<b>Inspector</b>	Margaret Moffat
<b>Type of setting</b>	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 has been registered since 2001. She lives with her family in Harefield, Middlesex. The home is situated close to schools, shops, parks and library. Childminding takes place in the downstairs area of the house with toilet and rest facilities on the first floor. There is a secure garden for outdoor play. The childminder makes use of local facilities such as the park, library and toddler groups. The family have a dog.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding three children in this age group. She also offers care to three children aged over five to 11 years. This provision is registered by Ofsted 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.

Children are happy and confident in their surroundings and the childminder demonstrates a good awareness of their individual needs. She plans her time and the environment carefully to ensure children enjoy a worthwhile range of experiences that supports their learning. The childminder demonstrates her commitment to the service she provides and is developing systems to monitor and further improve outcomes for children.

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

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

- continue to develop self assessment to further improve outcomes for children
- update complaints procedure to ensure contact number of regulator is recorded correctly.

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

The childminder has a good understanding of safeguarding issues, which promotes children's welfare. She ensures parents are aware of her role in child protection before they place their children in her care. The resources and premises are safe and she has carried out risk assessments of the home, garden and outings undertaken. Children move around the home freely and independently and toys and resources are set out at children's level, enabling them to make choices about what they wish to play with. Children confidently ask the childminder for activities that are not available, such as painting.

The childminder has addressed the recommendations from the last inspection. She shows a good awareness of her strengths and weaknesses and feels that her self evaluation system is weak and she has booked on a course to address this. She has also attended other relevant training, showing her commitment to ongoing improvement. She uses her observation and assessment system effectively to promote children's future learning.

All required documentation is in place and the childminder has effective policies and procedures in place to support her service. However, the complaints procedure does not have the correct contact number for the regulator. The childminder discusses all aspects of her service with parents at the initial meeting and develops good relationships with them. Written information includes details of children's play and achievements and what the childminder plans to do next to further develop the children. This allows parents to become involved in their children's learning. Comments from parents inform how happy they are with the service provided and the consistent information they receive about their children's care, learning and development whilst they are with the childminder. She is fully aware of her responsibility to develop partnerships involved in the children's care and development and is beginning to help children to develop skills for these adjustments.

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

The childminder is attentive and aware of the individual needs of the children in her care. The childminder knows the children well and makes good provision for their learning and development. The childminder follows children's routines and deals with their individual needs when they arise such as nappy changing or sleep times. Children benefit from the praise and encouragement they receive from the childminder. This helps to build their self esteem and develop positive attitudes to learning.

Children enjoy sitting with the childminder listening to songs in story books. As the childminder and toddlers sing the songs and do the actions, babies babble and then clap when the others have finished singing. The childminder responds to the sounds and gestures children make and supports their early language development by talking to them about what they are doing and by repeating what they say using the correct language and grammar. Children develop their creative skills as they confidently ask the childminder for painting activity. The childminder sets this up for the children ensuring the paints and water are on a table at children's height to make it easier for them to access. The children have fun and enjoy themselves as they run around after the bubbles the childminder is blowing for them. They call out ready, steady go and show great excitement as they try to catch the bubbles and burst them. Children go on outings with the childminder to local toddler groups, physical activity play centres and parks. This helps children become aware of their local community and to mix and socialise with others.

Children learn how to keep themselves safe. On outings the childminder discusses road safety and the importance of holding hands. Children are encouraged during

running and jumping games to pick items off the floor in case they fall over. Children's good health is promoted well. They learn to follow appropriate hygiene routines as part of their day. They have daily access to fresh air and exercise through walking to various activities and playing in the park. Drinks are within children's reach giving them opportunities to access these when they wish. Parents normally supply their own food which is stored and prepared appropriately.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	3
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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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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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