

## Inspection report for early years provision

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<b>Unique reference number</b>	161100
<b>Inspection date</b>	09/04/2010
<b>Inspector</b>	Jane Mount
<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 was registered in July 2001. She lives with her husband and three children aged 14 years, 9 years and six years. The property is situated in Heathrow village in West Drayton, Middlesex and is close to shops, parks and schools. The ground floor and the bathroom and toilet facilities on the first floor are included in the registration and there is a fully enclosed rear garden available for outdoor play. The family have two dogs and three rats as pets.

The childminder is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The registration is for a maximum of five children under eight years at any one time including three children in the early years age group. The childminder is currently caring for three children in the early years age group and three children in the later years age group. Overnight care is not provided.

The childminder is a member of a local childminding group.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The childminder provides effectively for children in the Early Years Foundation Stage. She has worked hard to develop a secure knowledge and understanding of the framework and is implementing it well. Children are treated as individuals and the childminder works closely with parents to ensure children are fully included and their needs are met. Children share warm friendly relationships with the childminder and her family and are happy and relaxed in the childminding environment. Children are safeguarded and their welfare needs are met. They are provided with a range of play and learning experiences which ensure they make progress in their learning and development, with observation and assessment systems in the early stages of development. A process, such as self-evaluation, for monitoring the setting to ensure continuous improvement has not yet been implemented.

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

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

- develop further children's observation and assessment records and use these more effectively to plan the next steps in a child's developmental progress
- implement a quality improvement process, such as self-evaluation, to monitor and extend effective practice to ensure continued improvement.

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

Children's welfare is safeguarded as the childminder has a secure knowledge and understanding of how to protect children from harm. For example, she is familiar with the child protection procedures to follow should she have a concern including the correct recording and reporting procedures. She has a safeguarding policy in place and plans to update her knowledge through completing an on-line safeguarding course. The childminder has a clear understanding of issues relating to safety and some highly effective measures are taken to keep children safe. For example, children are closely supervised by the childminder and appropriate safety measures such as the use of safety gates prevent children accessing areas such as the kitchen. Also, written risk assessments which include daily checklists ensure risks are identified and minimised and ongoing visual assessments by the childminder are effective in ensuring the environment remains safe and children are fully protected at all times.

The childminder is committed to implementing the Early Years Foundation Stage and has worked hard to develop a secure knowledge of the framework and this is now beginning to be reflected in her practice. She is aware of her key strengths and the areas needing further development and has some monitoring systems in place to ensure the quality of the provision is good. For example, verbal feedback is actively sought from parents and children in her care. Also, children's contracts and records of information are regularly reviewed and updated along with the childminder's written policies and procedures. A system of self-assessment to more effectively evaluate her practice has not yet been implemented. Areas highlighted for further development at the last inspection have been successfully addressed to further improve outcomes for children. For example, the childminder has been working hard to ensure all documentation required for the safe and efficient management of the setting and to meet the needs of children is in place. This has been successfully achieved with records, policies and procedures well-organised and overall informative. Children benefit from a childminder who has a secure knowledge of child development and who understands the need to keep-up-to-date with current childcare practices. For example, she has attended a workshop on the Early Years Foundation Stage and she regularly updates her first-aid knowledge through attending an approved course. The childminder has identified further early years courses and workshops she would like to attend to further increase her knowledge.

The childminder organises her time and resources to ensure children's needs are fully met. For example, resources are accessible and developmentally appropriate. Also, the daily routine is planned around the needs of individual children to ensure an inclusive and enabling environment is provided. Children and their families are valued and appreciated and the childminder welcomes the children in her care and their parents and carers into her home. The childminder shows a strong commitment to inclusive practice and takes great care to find out about and to meet the needs of the children she cares for. Parents are provided with good quality information such as the setting's policies and procedures and are informed about their children's care, progress and achievements as information is

verbally exchanged on a daily basis. Also, daily diaries are used to share information with parents of younger children. The childminder works in partnership with others and has close links with the local children's centre and with childminding support groups. She shows a positive attitude and awareness to liaising with other early years settings delivering the Early Years Foundation Stage to ensure continuity in children's care and learning.

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

The childminder has effective strategies in place to protect children's health and well-being. For example, she has a sickness and exclusion policy which she follows if children are unwell which minimises the risk of cross-infection. Children learn about the importance of personal care routines, such as when they discuss the reasons for hand washing after visiting the toilet to prevent the spread of germs and to keep themselves healthy. Children develop a positive attitude towards being active and learn that exercise can be fun. For example, they regularly participate in a variety of activities both within the home and outside and enjoy visits to the park or playing on the swings in the garden. Children are developing an understanding of a healthy diet with healthy eating promoted and through discussion learn about the benefits of a nutritious diet such as talking about the importance of eating lots of fruit and vegetables. The childminder works closely with parents to ensure children receive a balanced diet. Children's behaviour is managed well. Positive behaviour is promoted and children receive consistent praise and encouragement from the childminder which helps to develop children's self-esteem. The childminder is a positive role model and secure relationships between the childminder and children enable children to feel safe and valued in the childminding environment. Children's safety is promoted and they are developing a good understanding of how to keep themselves and others safe. For example, they discuss road safety when out walking and at home they learn how to manage the stairs safely. The childminder has an emergency fire plan in place which is practised with the children in her care on a regular basis and therefore children learn how to stay safe in an emergency.

The childminder is developing a secure knowledge and understanding of the Early Years Foundation Stage learning and development requirements. She is beginning to implement effective systems to ensure children make progress in their learning. She understands that every child is unique and works closely with parents to find out about and to meet children's individual learning needs. Observation and assessment systems are generally informative but are still in the very early stages of development and are not yet effectively used when planning future activities and play experiences. However, the childminder knows the children in her care well and she uses this information to fully support their learning. Children experience a varied range of play opportunities which cover the six areas of learning, are led by children's interests and provide some challenge. Consequently, children are motivated and enjoy their learning. They participate in a mixture of adult-led and child-initiated play with the indoor and outdoor environments used to promote their play and learning along with regular visits to toddlers groups which increases the opportunities for them to further develop their social skills.

Children's personal, social and emotional development is promoted and from an early age, children's independence is encouraged. Children are able to make decisions and choices in the activities they participate in and the environment is organised with most resources easily accessible. Children are encouraged to do things for themselves and they show a sense of achievement when they put on their shoes to go outside to play or when they help to tidy away toys and are praised. Children are beginning to gain some understanding about diversity and the wider world. For example, they have opportunities to learn about their own and other cultures and some resources and activities help children develop positive attitudes towards others. Children also have opportunities to learn about the local community and the environment such as when they visit the shops or through outings to the library. The childminder effectively supports children in their play, engaging them in conversation to support their language and communication skills such as when they all participate in playing a matching game. The childminder uses the daily routine to incorporate children's problem solving, reasoning and numeracy skills. For example, they count how many squirrels they can see when out walking. Children are able to express themselves creatively and regularly participate in art and craft activities such as drawing and colouring, cutting and sticking, painting and play dough. Children develop a sense of belonging as some of their art work is displayed.

## 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	2
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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