

## Inspection report for early years provision

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<b>Unique reference number</b>	EY393414
<b>Inspection date</b>	16/10/2009
<b>Inspector</b>	Christine Bonnett
<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.

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## **Description of the childminding**

The childminder was registered in 2009. She lives with her husband and child aged one year in Staines, Middlesex. The whole of the ground floor maisonette is used for childminding. There is currently no access to an outdoor area, but children are regularly taken to the local park and for walks.

The childminder is registered to care for a maximum of two children under eight years at any one time. She is currently minding two children in the early years age group. She is registered on the Early Years Register, compulsory and voluntary parts of the Childcare Register.

The childminder walks to local schools to take and collect children. She attends local pre-school groups. The family have no pets.

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

Overall the quality of the provision is good.

Children are looked after with care and affection within a safe and clean home. The childminder has a good understanding of the welfare and learning requirements of the Early Years Foundation Stage (EYFS), consequently all children make good progress in their development. The childminder has the capacity to maintain continuous improvement to enhance outcomes for all children.

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

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

- develop systems to assess observations to ensure learning intentions are met, and to identify learning priorities tailored to the needs of individual children
- ensure resources reflect the diversity of children and adults within and beyond the setting to increase their understanding of the world around them

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

The childminder has a secure knowledge of child protection issues. She is aware of the indicators of child abuse and the procedure to follow to report concerns. Detailed risk assessments ensure children are not exposed to obvious hazards inside the home or on outings. A visitor's book is used to record the details of all callers to the home while childminding is being conducted. In addition, the childminder maintains all the records, policies and procedures required for the safe and efficient management of the provision, and to ensure all the children's needs are met.

The childminder values and respects each child for their individuality. She finds out all she can about their particular needs from their parents to ensure the care she provides is consistent with home and appropriate. She completes daily diaries containing all relevant information about how the child has spent their day with her to ensure parents are kept well informed. The childminder also speaks key words in a child's home language to enable them to settle and make progress in their learning. Furthermore, the childminder understands the importance of liaising with the schools the children will attend to ensure all relevant information is exchanged for cohesion in their learning.

Children have ample space to enjoy the play materials in comfort and safety. The resources are attractively stored in baskets and storage units to foster children's independence as they confidently help themselves.

The childminder has a positive commitment to continuously evaluating her provision and enhancing her existing good practice for the benefit of the children. This includes attending further training in the EYFS to enable her to develop her skills, and involving the parents in the evaluation process when children have been in her care for six months. In addition, she recognises the need to ensure children have access to resources that reflect diversity within society to enable them to learn about the world around them.

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

Children make good progress in their learning because the childminder has a good understanding of the six areas of learning and incorporates them all effectively in the experiences she provides. The childminder takes account of children's interests when planning activities. For example, she uses one child's enjoyment of playing with balls to promote numeracy as they count the number in the ball-basket and compare their size, then help them develop motor skills as they throw and kick them. The childminder also promotes communication, language and literacy as she links sounds with letters, such as 'sssnake' and enables children to have ready access to books. Children's skills for the future are being further developed through the range of programmable toys available for them to explore.

The childminder carries out observations of the children playing and takes photographs to illustrate them. She assesses the observations to ascertain each child's stage of development and links them into the six areas of learning. However, the childminder understands that she needs to evaluate the activities to ensure the learning intentions are achieved, and also more clearly identify the next step in each child's learning journey to ensure appropriate progress is made.

The children are interested in the play materials and enjoy the interaction with the childminder as she sits with them and extends their play. The children also enjoy playing together and, although they are young, they learn to share and take turns. The childminder reduces the risks of squabbles between them as she ensures that resources are shared out equally, for example, each has a glue brush to use.

The local area provides ideal opportunities for children to begin to learn about the environment. The childminder takes them for long walks in Commercial Park and along the river where they look at the ducks as well as collecting leaves, pinecones, twigs and conkers. When they return, they examine their haul and feel the textures, talk about them and use them in art activities to support the theme of 'Autumn'. Exercise outdoors is recognised by the childminder as being important for children, as is encouraging them to enjoy a healthy diet. Fresh fruit is routinely provided, with plenty of water to drink.

Children feel safe and at ease in the childminder's care. They show this by snuggling up to her having just woken up and enjoying the closeness. They then move purposefully around the lounge choosing play materials and approaching the childminder with confidence to express their needs.

## 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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