

## Inspection report for early years provision

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<b>Unique reference number</b>	137645
<b>Inspection date</b>	17/02/2010
<b>Inspector</b>	Keriann Belcher
<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 registered in 2000. She lives with her husband, mother, father and one child aged three years in Wembley, in the London borough of Brent. The ground floor of the house is used for childminding and there is a fully enclosed garden for outdoor play.

The childminder is registered to care for a maximum of four children at any one time, of whom two may be in the early years age range. She is currently minding two children in the early years age range on a full-time basis. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder's mother is also a registered childminder and she helps her mother with her minded children during school holidays.

The family has a pet hamster.

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

Overall the quality of the provision is good.

Children benefit from the warm and affectionate care the childminder provides. The childminder has a good understanding of the Early Years Foundation Stage (EYFS) and plans an exciting curriculum to meet each child's individual needs, interests and routines. The childminder is aware of her own strengths and weaknesses and self-evaluation processes are emerging, which enables her to reflect on her practice. She demonstrates a commitment to maintaining continuous improvement by attending regular training.

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

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

- extend the use of observations to plan for the next stage in children's learning to enable them to continue to make good progress towards the early learning goals.

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

Children's welfare is adequately safeguarded as the childminder has a good understanding of her role and responsibilities with regard to child protection. She is aware of the indicators of abuse and the reporting procedures to follow if she has any concerns. The childminder carries out regular risk assessments which successfully minimise children's risk of accidental injury.

The childminder has a good understanding of self-evaluating her practices and is able to identify her strengths and areas for improvement. She attends regular training courses to keep herself updated with current legislation and new ideas. She is a member of Brent's quality assured network childminding group and receives regular support to help develop her skills. The childminder has a clear understanding of the Early Years Foundation Stage and how children learn. She provides children with stimulating activities, resources and learning opportunities which has a positive impact on their ability to make progress across all areas of their learning and development. Children are able to make choices in their play as the resources are easily accessible, as they are stored at a low level to support their independence. The childminder plans trips out to several community activities such as the library, farms, activity play centres and parks and this helps children develop an understanding of the world around them.

The childminder strives to promote an inclusive environment where children's individual needs are met. She encourages children to accept and respect others through her interaction and the toys and resources she offers them. Children are helped to understand what is right and wrong as the childminder talks to them and gives explanations to help them to understand why certain behaviour is not acceptable.

The childminder is forming links with any others who are involved in the child's care. Good daily verbal communication keeps parents well informed about their child's day. All required records, such as attendance, medication and accident records, are maintained.

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

Children really enjoy the play opportunities they have with the childminder. She plans and provides stimulating and fun activities to keep children interested and excited to learn. Children of all ages have great fun building a den and role playing family life. They develop skills of communication and creativity as they re-enact stories of police dramas including court room scenes. Young babies begin to learn about the world they live in as they freely explore the contents of the treasures basket such as the loafer and scourers, whilst babbling with delight at their achievement. The childminder has a good understanding of the importance of children developing an interest in books and stories. She has some story sacks which contain a story book and props for example, 'Five Little Ducks Went Swimming One Day' which enables children to understand that a group of things change in quantity when something is added or taken away. There are various play opportunities for children to develop their skills for the future such as puzzles of varying grades and simple programmable toys to help in the development of information technology.

The childminder has begun to keep written records of observations on the children's development. Children have individual files, which contain photographic evidence of the activities the children are doing and how they are progressing. However, she does not fully utilise the practice guidance to plan for children to

continue to make good progress towards the early learning goals.

Children are developing an understanding of keeping safe as they take part in regular fire drills and learn about the importance of evacuating the home quickly and safely. When the childminder is out walking with the children they learn to cross the roads at safe points and she ensures young children wear appropriate safety reins. In addition to this, any hazards in the home are clearly minimised as safety gates across the stairs ensure young children are kept safe during the day.

Good hygiene practices such as, children having individual towels to dry their hands after hand washing and excluding them from the provision if they are unwell reduces the effects of cross infection. Children are learning about making healthy choices as they are encouraged to enjoy a varied and nutritious diet that includes fresh fruit.

## 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

The quality of the provision in the Early Years Foundation Stage	2
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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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