

## Inspection report for early years provision

---

<b>Unique reference number</b>	138864
<b>Inspection date</b>	08/07/2010
<b>Inspector</b>	Kim Mundy
<b>Type of setting</b>	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## 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 1995. She lives with her partner and three children aged nine, 15 and 17 years in Ruislip in the London borough of Hillingdon. The ground floor of the house is available for childminding and there is a fully enclosed rear garden for outside play. The family have two cats and a dog. The childminder walks/drives to local schools to take and collect children. She takes children to the local library and park.

The childminder is registered by Ofsted on the Early Years Register and both compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children at any one time, no more than three of which may be in the early years age range. The childminder is currently minding one child in this age range. She also offers care to children aged over five years to 11 years.

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

Overall the quality of the provision is good.

Children are having fun and make good progress towards the early learning goals. The processes of observational assessment and planning are underway. The childminder successfully identifies strengths and weaknesses in her practice, and works towards continuous improvement. She develops good relationships with parents and others, which in turn benefits the children so that their individual needs are met. Children are safe and secure in the childminder's care and the welfare requirements are being met.

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

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

- develop further planning and assessment procedures and use this information to securely identify the children's next steps for learning
- obtain information about children's developmental starting points from parents.

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

The childminder places a strong emphasis on children's safety and welfare. She is very aware of the possible signs and symptoms of child abuse, and knows what to do if she has concerns. Adults in the home have a suitable criminal record check in place. A thorough risk assessment for the premises and outings reduces possible hazards to children so they are able to explore safely. All of the required documentation is clearly maintained.

The childminder provides a service that is inclusive for all children. Her home is

welcoming, safe and secure so children can explore and investigate independently. Good quality toys and resources are well organised so that children can make choices and help themselves. Children are valued and respected as individuals and the childminder knows them really well. She finds out all of the relevant information she requires to meet their individual needs whilst they are in her care, although, the system for obtaining children's developmental starting points from parents is in its infancy. When caring for children with English as an additional language, the childminder asks parents for words in their child's first language.

Partnerships with parents/carers are promoted well. Parents are kept well informed of their child's progress through daily discussions and their learning journals. They are encouraged to share what they know about their child and as a result, the childminder is able to effectively meet their needs during the time they spend with her. Parents are reassured by the gradual settling in procedure, which includes text messages and photos of their children happily playing. Parents are unanimous in their positive comments about this childminding service. Furthermore, the childminder instigates links with the other provisions that the children attend to help promote continuity of care and learning, for instance, school reception teachers.

The childminder is able to identify her strengths and weaknesses and she has addressed the recommendations made at the previous inspection to benefit the children. The childminder is keen to further develop her system for planning, observing and assessing children's progress to help her to securely identify their next steps for learning. Children benefit from the childminder's commitment to enhance and build upon her child care skills by attending training courses, such as Cache Level Three Diploma in Home-based Child Care.

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

Effective systems are in place to ensure children's health is promoted, for example, the childminder operates a suitable exclusion policy for sick children. The childminder holds a valid first aid certificate to enable her to deal appropriately with any accidents. Children's accidents and medication are well managed, and all required records are in place and completed accurately. Children are learning about good hygiene practice as they wash their hands before meals and after using the toilet. They are given nutritious snacks and meals, and help themselves to drinking water.

Children enjoy fresh air and exercise, and increase their physical skills as they dance to music, ride tricycles, swing, crawl and climb. Children are learning to keep themselves safe as they talk about road safety, stranger danger and practise the fire drill. The childminder works closely in partnership with parents and others to ensure that children's behaviour is managed consistently. They are developing a sense of right from wrong, learn to use good manners, take turns and accept the boundaries set by the childminder.

The children are very relaxed and at ease as they play after school. The

childminder focuses on the children's individual interests and abilities to build on their confidence and self-esteem. Children are confident to initiate their own play and learning, and in addition, the childminder plans various activities for them both in and outdoors. Children are practising their early writing skills as they draw and chalk. They spend time participating in creative activities, such as sticking, painting and making things. Children enjoy using different media, such as play dough and plastercine, and they have fun moulding magic sand in a bowl of water. Children are finding out how things work as they click and drag the mouse when using the computer. They enjoy cooking cakes, growing and watering the flowers. Children particularly like making perfume with leaves and petals, and musical instruments with recyclable materials, pasta and rice.

Children play with a range of toys and resources, which helps them to become aware of difference and they make things for different festivals, such as Diwali and Chinese New Year. Boys and girls achieve equally well because activities are designed to appeal to their different interests. Children are happy and confident in their surroundings.

## 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
--	---

### 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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----