

## Inspection report for early years provision

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<b>Unique reference number</b>	160440
<b>Inspection date</b>	21/07/2010
<b>Inspector</b>	Carol Patricia Willett
<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 August 2001. She lives with her husband and their three children who are all over eight years. They live in a house in Ashford Common in Middlesex, close to some local amenities and within a short drive of schools, parks and Ashford town centre. The minding is generally confined to the ground floor of the property with access to an upstairs bedroom for sleeping babies. There is a securely enclosed rear garden for outdoor play and the childminder makes use of local play venues. The childminder has a cat and a rabbit.

The childminder is registered to care for a maximum of six children on the Early Years register and she is also registered on both the compulsory and voluntary parts of the Childcare Register. She is currently caring for two children in the early years age group. The childminder is a member of an accredited childminding network and the National Childminding Association. She has a level 3 NVQ in Children's Care, Learning and Development.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children play happily and enjoy their time with the childminder as she is friendly, warm and caring and enjoys the company of young children. Children feel secure and make good progress as the childminder knows them and their families extremely well; she has a very good understanding of child development and she provides a safe, inclusive, child-friendly family environment. The childminder is keen to continuously develop her knowledge through training and through the monitoring visits as part of an approved childminding network. She realises the benefit of reflecting on her practice and has started to complete a self-evaluation process though this is in the early stages. Most documentation is in place though the childminder has not kept a record of risk assessments for all outings and so is not meeting all the requirements of the Early Years Foundation Stage.

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

To fully meet the specific requirements of the EYFS, the registered person must:

- keep a record of risk assessments and reviews for all outings. (Documentation) 13/08/2010

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

- develop further the system of self-evaluation to continually improve outcomes for children.

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

Children are safe, confident and happy in the childminder's care as she has a very good knowledge of child development and the requirements of the Early Years Foundation Stage. She has a secure understanding of her role in protecting children as she regularly updates her safeguarding training and she always closely supervises them. She is confident in her knowledge of the signs and symptoms of abuse and is committed to taking any necessary action to protect children from harm. The childminder is enthusiastic about promoting children's welfare and supporting their learning and development. She is proactive in updating her skills and she has completed a level 3 qualification in children's care, learning and development. She belongs to an accredited childminding network and uses monitoring visits to keep up to date and improve her practice and therefore the outcomes for children. She realises the benefit of self-evaluation though this is in the early stages and does not effectively identify areas and actions for improvement.

The childminder maintains most of the required documentation and she has a suitable range of policies and procedures in place which enables her to have a very good knowledge of the children and to effectively promote their welfare. The childminder is safety conscious and takes positive measures to keep children safe in her home and when out and about. She completes daily checks and has written risk assessments for her home and garden and for some outings. She has not kept a record of risk assessments for all regular outings, such as for the use of the library and this is a breach in the requirements of registration. The childminder's attentiveness and close supervision of the children limits the impact this has on their safety.

The childminder develops extremely good partnerships with parents and seeks feedback to understand their needs and the effectiveness of her practices. She has developed effective communication systems and a variety of information is shared including through daily diaries and her policies and procedures. Parents are actively involved in their children's learning as the childminder shares their assessment records and they discuss the children's progress and next steps in learning. She is aware she needs to develop effective links with other settings children may attend to ensure information is shared. The childminder demonstrates a clear understanding of inclusive practice as she knows the children very well and encourages them to be fully involved in all aspects of their play and learning. The childminder organises her home well to provide a broad range of resources and activities for the children both inside and outside, so they are challenged and motivated to learn and make choices.

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

Children play happily and are very secure and settled in the childminder's care as she is kind caring and affectionate with them. Children freely make choices and

develop a good sense of belonging as they confidently move around and explore the toys and environment. Children enjoy their learning because the childminder provides a flexible daily routine which includes indoor activities such as musical instruments or construction, and outdoor activities where they are encouraged to develop their physical skills and they enjoy a variety of toddler groups and outings. The childminder is committed to providing high quality care and learning. She is experienced and has a childcare qualification and has very good awareness of children's development so is able to plan and provide a broad range of stimulating challenging activities and resources. This enables children to make very good progress in their learning and development. The childminder assesses the children's development using the local authority development records and sets targets for their learning. Children's communication skills are very well supported as the childminder talks to them continually and this positive interaction encourages them to try new vocabulary. Children enjoy looking at favourite books and happily retell the story of the Hungry Caterpillar from the pictures. They love to draw shapes and mummy on the magic mat and play instruments and sing songs. They build wooden roads for the cars and link initial letter sound and words whilst naming and recognising them in the magnetic alphabet letters and numbers. Children develop a positive awareness of others as the childminder enables them to meet other adults and children and they visit a range of amenities within the local community. The childminder plans activities to develop children's awareness of special days and festivals from different cultures. The enabling environment provided by the childminder ensures the children make good progress in all areas of learning.

Children are well behaved and learning good manners and social skills as they are gently encouraged by the childminder to say please and thank you. The childminder continually praises their achievements and they develop warm and secure relationships with her and her family. Children's safety is promoted effectively and good systems are in place to ensure the home remains secure at all times. Children learn to keep safe as they regularly practise the fire evacuation and talk about road safety. Meals and snacks are provided in accordance with parents' wishes and the childminder encourages healthy eating as they grow strawberries and tomatoes in the garden. Children are learning about good personal hygiene as they are encouraged to wash their hands before eating and after using the toilet. They learn about healthy living as they regularly access the garden and parks for fresh air and exercise. Children make good progress as the childminder has an excellent knowledge of each child as she develops extremely good relationships with parents. They are extremely positive in the praise of the service she provides for their children. Comments include 'we feel the childminder is excellent, her skills and knowledge provide excellent care for children, she shows genuine affection understanding and love'. Children's progress records also include many photographs of the children engaged in activities, and provide a good record for parents. Parents are well informed about their children's learning and development, through daily discussion and folders of their children's work. Parents are consulted about their children's needs and interests on a regular basis.

## 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	1

### 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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