

## Inspection report for early years provision

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<b>Unique reference number</b>	137743
<b>Inspection date</b>	12/01/2011
<b>Inspector</b>	Seema Parmar
<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 has been registered since 1981. She lives with her husband, in Kenton, in the London borough of Brent, close to shops, parks, schools and public transport links. The ground floor of the premises is used for childminding. The childminder and her husband are both registered childminders and work with an assistant.

The childminder is registered to care for six children under eight years; and of these, not more than three in the early years age range. When working with an assistant or another childminder, she may care for no more 10 children under eight years; of these not more than six may be in the early years age group. There are currently two children in the early year's age range, on roll.

At the time of the inspection, there were no children present.

The childminder is registered on the Early Years Register, compulsory and voluntary parts of the Childcare Register.

The childminder walks/drives to local schools to take and collect children.

The childminder is a member of the National Childminding Association.

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

Overall the quality of the provision is satisfactory.

Overall, the quality of the provision is satisfactory. The childminder ensures that children are cared for in a warm and welcoming family home. Positive partnerships with parents/carers and others ensure that children's individual needs are catered for. All children are valued and respected as individuals. The childminder discusses how she ensures that they are safe, secure and well cared for. The childminder demonstrates that she has the knowledge and skills to help children to make sound progress in their learning and development. The childminder is in the early stages of evaluating her service and demonstrates a sound commitment to attend training in order to benefit the care and learning for the children.

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

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

- develop ways for parents to become involved in the children's continuous learning and assessment records
- establish clear links with others who provide the EYFS to ensure continuity of care and learning.

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

The childminder demonstrates a sound knowledge of child protection procedures in line with the Local Safeguarding Children Board. She fully understands her responsibility to protect the welfare of the children and works closely in partnership with others, to promote children's welfare.

There is ample space for children to explore freely because the childminder undertakes risk assessments, to ensure her home and garden are safe and secure. The childminder provides a suitable range of toys and resources, to support all areas of children's learning. All of the required policies and procedures are in place to support children's well-being. For example, accident and medicine records are maintained with all the required and necessary detail.

The childminder is beginning to identify her strengths and areas for improvement. At the previous inspection, the childminder was required to update her first aid training and maintain a log of complaints. The childminder has completed a relevant first aid course, which ensures that she can respond appropriately, if a child has an accident. In addition, she has introduced a designated complaints log, which is a requirement. The childminder demonstrates that she provides interesting activities, taking into account children's individual interests. The childminder plans opportunities for children to learn about the world in which they live, for example, they make cards to celebrate different festivals such as Eid, Diwali, Hanukkah and have access to a variety of books, looking at different religions and cultures. The childminder demonstrates, through discussion, that she has developed links with the local early year's team and other childminders. However, she has not developed clear links with other settings where the children attend, who deliver the Early Years Foundation Stage, in order to fully promote their continuity of care and learning.

Partnerships with parents/carers are suitably promoted, as the childminder states that she has daily discussions with parents about their child's care and development. However, the childminder has not developed ways for parents to become fully involved in their child's continuous learning and assessment records. Written feedback from parents state, that they are very happy with the care offered.

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

The childminder demonstrates a sound knowledge and understanding of the early learning goals, to support children's progress. Activities are planned around children's interests, which helps them make progress towards the early learning goals. The childminder uses her observations of children, to plan for their next steps in learning. In addition, the childminder is beginning to evaluate the activities in order to ensure that children are enjoying and achieving. Children can rest and play in a well organised environment. Toys and resources are in easy reach for

children, so they can explore and investigate independently. Painting, sticking and drawing activities are available to help children develop their creative and early writing skills. She has a range of dressing up clothes to develop their imagination. Puzzles and bricks are also available for children to develop their problem solving skills. The childminder stated that the children are learning about the natural environment, as they go on bug hunts, examining snails, spiders in webs and grasshoppers.

The childminder demonstrates a suitable understanding of healthy lifestyles, as children are taught appropriate hygiene as an integral part of the routine, such as hand washing after using the toilet and before sitting down for meals. The childminder confirmed that she provides nutritious snacks and meals, gathering information from parents about children's dietary requirements and any food allergies. The childminder states that when children are on outings or walks, they are closely supervised, taught to hold hands or walk safely in front of her and alerts them to issues surrounding stranger danger through active discussions, thereby, promoting their awareness of keeping themselves safe. The childminder stated that children play various active games such as cricket, football, other ball games and racing in the garden for fresh air and exercise. The childminder states that she offers praise and encouragement to children, which helps them gain confidence and self-esteem.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### 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>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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