

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY285416    |
| <b>Inspection date</b>         | 18/01/2011  |
| <b>Inspector</b>               | Jane Nelson |
| <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 child minder was registered in 2004. She lives with her husband, their two adult children, and 14 year old child, in a semi-detached house in Feltham, Middlesex. The property is close to local schools and amenities and there is a park nearby. The ground floor of the home is used for childminding, toilet facilities are accessible on ground floor. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of five children under eight, three of whom may be in the early years age range, at any one time. The childminder is currently caring for one child in the early years age range. She also offers care to children aged over five years to 11 years and is currently caring for one school age child. This provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association and regularly attends local parent and toddler groups with children and collects children from a local school.

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

Overall the quality of the provision is good.

Children's individual needs and interests are well known by the childminder and reflected in the organisation of the daily routine. Positive relationships with parents are promoted and result in information being shared well. Partnerships with other settings and professionals involved in children's care are effective. Self-evaluation is used to identify areas, such as, training and reflecting on what is working well, although this is not yet used consistently to identify all areas for future development.

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

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

- develop the use of self-evaluation to identify all areas for future development and how these will be achieved.
- review the use of risk assessment to make sure all the areas identified are addressed



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

The childminder supervises children closely and encourages their awareness of their own safety well as they play and move around. The required record of risk assessment is maintained and regularly reviewed, although not all issues, such as, the height of the lock on the toilet door and child proof locks fitted to a cupboard, have yet been implemented. The childminder has a clear understanding of child protection issues, her own responsibilities and the action to take if concerns arise. She has attended safeguarding training since her last inspection improving her knowledge in this area.

The childminder demonstrates a good commitment to ongoing improvement. She uses self-evaluation effectively to identify her training needs and what is working well, although this is not yet fully utilised to identify all the areas for future development. She is currently working towards an NVQ Level 3 qualification in childcare, and has attended several training courses since her last inspection to update and improve her knowledge. Recommendations set during her last inspection have been implemented, and have helped the childminder focus on where improvement was needed

The childminder has moved home since her last inspection. Her home is warm and welcoming, and space is well organised to meet children's needs. For example a good range of play materials and equipment are set out at children's height in the back room, which is used for children's play and meals. The front room is used for quiet activities such as reading books and an older child's rest. Toilet facilities are on the ground floor and easily accessible to children helping them gain independence as they begin to use the toilet independently.

The childminder plans and provides a good range of play experiences both in the home and through attending a local pre school group with children. She follows children's interests and involves them in making choices about what resources to play with. The required records and documentation are maintained and well organised. Observations relating to children's development are recorded, linked to different areas of learning and their next steps identified.

Positive relationships with parents are promoted and result in information being shared well. Parents comment that their children are very happy and they can see how they are developing. Partnerships with other settings children attend are effective, for example good links are built with the school children attend, resulting in a flow of information between the school, the parents and the childminder.

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

Children are happy, secure, and thoroughly enjoy their time with the childminder. They have access to a good range of play experiences and equipment that



encourages their learning and development and helps them to develop skills for the future as they play and investigate their environment. Children demonstrate that they feel safe and secure in the childminder's care, for example, they respond to the childminders affectionate welcome. They giggle, laugh and show impromptu affection to the childminder through cuddles and climbing onto her lap.

Children arrive happy and excitedly start playing with the bricks that childminder has set out on the floor. The childminder sits with children on the floor supporting and extending their play through conversation and suggestions. Children confidently sort bricks into different colours naming the colours, count the number of bricks they are building in a tower and giggle when the tower falls down. They chat with the childminder repeating words and talking about what they and the childminder are doing. Children confidently make choices from the selection of play materials set out, they choose to complete an animal puzzle, talking about the animals in the puzzle, and matching the animals to the corresponding shape in the puzzle. The childminder makes suggestions to support children's choices, such as, asking what they would like to do. She follows their lead when they indicate they want to do a threading activity. Children carefully thread a lace through cotton reels, concentrating as they add more reels to the lace, counting how many are on the lace when they add one more.

Children are gaining an awareness of their own hygiene and good health as part of their daily routine. For example they are developing independence in using the toilet and the childminder helps them to wash their hands after using the toilet and before eating. Children sit comfortably at a child height table to eat and thoroughly enjoy their healthy snack of fresh fruit and tasty lunch of pileau rice. They chat to the childminder while they eat and carefully pour their own drink of water from a small jug into their cup.

Children have daily opportunities for outdoor play in the childminder's garden and through visits to local parks. They regularly socialise with their peers in a larger group, and participate in the local community, through visits to a local pre school group with the childminder. Children are supported in increasing their vocabulary in English through continual conversation with the childminder, explanations, and her knowing familiar words in children's first language. They have opportunities to learn about the wider world through the childminder's own culture and some resources in the childminder's home.



## 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

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| <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

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|--|---|
| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</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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|--|---|
| 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

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|--|---|
| <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**

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| 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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