

## Inspection report for early years provision

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**Unique reference number** 155034  
**Inspection date** 03/03/2011  
**Inspector** Martha Darkwah

**Type of setting** 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 2001. She regularly works from her sister's home, who is also a registered childminder, in a basement flat in Maida Vale area of the London borough of Westminster. She is registered on the Early Years Register and both parts of the Childcare Register. A maximum of three children under eight years may be cared for at any one time when working alone. When working with another childminder they may care for a maximum of six children under eight years. There are currently six children on roll, of whom five children are in the early years age group. The whole of the lower ground floor of the family home is used for childminding. The minded children have access to the lounge, one bedroom for sleeping, and kitchen and toilet facilities all on the same lower ground floor level. There is a fully enclosed garden available for outside play.

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

Overall the quality of the provision is good.

The childminder provides a very happy and secure environment, which enables parents to feel reassured. Children are making good progress in all areas of their learning and development. This is because the childminder has a good knowledge and understanding of the Early Years Foundation Stage framework. However, the tracking systems are not yet fully effective. The childminder accurately evaluates her provision with good understanding of where most improvements are needed. She acts on these demonstrating a strong drive for further improvement.

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

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

- link observations effectively to plans for individual children's future learning and development and share these regularly with parents.

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

Children are effectively safeguarded because the childminder has a good knowledge of what to do if she has a concern about the welfare of a child in her care. She has up-to-date information, including referral numbers, and has a clear safeguarding policy which is shared with parents. She has undertaken risk assessments on the areas and equipment used by the children, as well as all outings they take part in. She checks her environment inside and out on a daily basis and takes action to remove any items which may pose a risk to children. She keeps a written record of her detailed risk assessments.

The childminder has a good understanding of children's individual needs, the Early Years Foundation Stage and welfare requirements. Consequently, children settle well and make good progress in all areas. She gives careful consideration to the individual needs of the children and she ensures that they are well cared for. She uses self-evaluation to reflect on her practice. This has enabled her to identify some areas for further development. She participates in a number of courses to enhance her practice and extend her knowledge, including oral story telling and first aid. She uses the lessons learnt to enhance her childminding skills and practice.

There is suitable furniture to allow children to play and sleep comfortably. Sensory media and educational posters are positively displayed in the hallway, word and picture cards are displayed at the child's eye-level. Toys and child-sized equipment are organised to promote children's independence. The space is used innovatively, utilising the hallway as additional play-space. Floor-level role play units enable the children to set up and play imaginatively. Babies and younger children are able to help themselves to toys of their choice. The setting reflects the background of all of the children attending. The children access a selection of resources that raise their awareness of diversity.

Exchange of relevant information is undertaken with the parents on a daily basis. Valuable information is obtained from parents at the beginning of the placement to ensure she is able to meet children's individual needs and knows their likes and dislikes. They are provided with copies of all policies and procedures and she takes photos of the children taking part in activities to share with the parents. She works well in partnership with parents. Once a month, parents have meetings with the childminder and her co-minder to discuss the individual progress their children are making. She demonstrates a secure understanding of how she would work effectively with other professionals if necessary and support children moving on to full-time school.

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

The childminder has a good knowledge and understanding of the Early Years Foundation Stage framework. She is confident in implementing the welfare requirements. There is a good range of age and developmentally appropriate resources. In addition she takes children on local outings, such as the local library and pre-school enables them to have access to a wider range of resources and play opportunities such as messy creative play using natural materials. Resources are well organised enabling children to choose what they wish to play with independently. The children have more than adequate space to move freely and great emphasis is given to making sure the environment is welcoming and child-friendly to aid their development.

Individual scrapbooks include a broad range of photographs showing activities children engage in covering all areas of learning both indoors and outdoors. The

childminder has started to observe children, although this process is still in its infancy. The observations are linked to the six areas of learning and there is photographic evidence to support these observations. However, the information obtained from the observations is not fully analysed and therefore the next steps for children's learning are not identified to fully inform future planning.

Children are developing an awareness of number through a variety of activities. For example, the childminder reinforces and models the meaning of mathematical language and counting concepts through good use of songs and games they play. Children's language skills are enhanced, the childminder spends quality time in supporting communication skills. She encourages children to count their fingers to see how many. Cultural diversity and inclusion is valued and respected well overall. A range of interesting activities is planned to help children to develop an awareness of the festivals and celebrations that are enjoyed in different cultures such as Diwali, Christmas and opportunities to learn about other cultures and backgrounds. Children's future economic well-being is fostered through these activities, which promote their interest in books and early information, communication technology. Their enjoyment of, and attitudes towards learning, is greatly enhanced by their willingness to make choices and the desire to participate.

When children are ill, the childminder takes the necessary steps to prevent the spread of infection. She has completed a relevant first aid course which ensures that she can respond appropriately if a child has an accident. Children are provided with a balanced menu that promotes healthy eating, they are encouraged to gain independence skills by feeding themselves with the support of the childminder. Children enjoy a selection of healthy foods such as banana, strawberries and blue berries. Children have regular opportunities to engage in physical activities, which helps to promote a healthy lifestyle. They visit the local park and go for local walks. Children take part in fire evacuation drills to ensure they are familiar with the steps to be taken in the event of having to evacuate. This is recorded in sufficient detail. They learn to keep themselves safe through the daily routine holding the buggy when they go on local walks. They talk about 'stranger danger' when they go to the park, and have straps on the buggy when they go out to keep them safe.

Children are becoming confident and self-assured and they receive praise throughout the day, for example when they tidy up and when they share the toys. The childminder continually gives them eye contact and smiles in response to their positive actions. She is warm and responsive to the children, which promotes their 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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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### 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

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