

## Inspection report for early years provision

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<b>Unique reference number</b>	159860
<b>Inspection date</b>	11/03/2011
<b>Inspector</b>	Caren Carpenter
<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 was registered in 2001. She lives with her adult daughter and one school aged child in a two bedroom house in the Neasden area within the London borough of Brent. The living room is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of five children at any one time and is currently minding four children in the early years age group. Children attend a variety of sessions.

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

The childminder takes and collect children from local schools. The childminder takes the children to a local park and local children's centres and the local library.

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

Overall the quality of the provision is good.

The childminder offers a welcoming and inclusive environment to children and their families. Children make good progress in all areas of learning because the childminder is skilled at interacting with them and has a good understanding about how children learn and develop new skills. Close partnerships with parents contributes successfully to the children's overall well-being. The childminder is highly committed towards evaluating and improving the service she provides to children and parents. She is keen to develop further the use of observations to help identify the next steps for children's learning to enhance their progress towards the early learning goals.

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

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

- further practise regular fire drills to ensure that children and staff become familiar with the fire evacuation procedure
- further develop the use of observations and assessments to identify learning priorities and match these observations to the expectations of the early learning goals.

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

The childminder has a good understanding of safeguarding, which ensures that children are well protected. She understands clearly the action to be taken to safeguard children from harm and has a good awareness of possible signs and symptoms. The childminder creates a secure and welcoming home for the children. She has a written risk assessment in place and minimises potential risks by checking her home daily and assessing risks to children when they are outside of the home.

The childminder ensures the continuous improvement of her provision by assessing and recording what is being done well and what needs to improve. She shows a strong commitment to developing and improving her practice. For example, she is committed to attending training courses to enhance the care and learning experiences she provides to the children. Good improvement has been made since the last inspection. The childminder has addressed all previous recommendations to improve the service offered to children and families. For example, all required written consents have been obtained from parents and the childminder minimises potential risk to children's safety both in and out of the premises.

The childminder organises her home and play resources very well to encourage children's independence. For example, children choose from an exciting and stimulating range of toys that are presented within their reach. Flexible daily routines are planned to provide a well-balanced day for the children to have a wide range of experiences, both in the home and the local community. All essential records are in place, readily available, well organised and stored securely to protect confidentiality. Consequently, children are thoroughly protected.

The childminder is committed to ensuring that her service is inclusive for all families. For example, she promotes children's understanding of similarities and differences through a range of activities, such as festival celebrations. In addition, children have access to a selection of play resources that reflects positive images of the wider world. This creates an inclusive environment that encourages children to feel a sense of belonging and promotes their self-esteem. The childminder demonstrates a positive attitude to liaising with professional agencies to ensure that children with special educational needs and/or disabilities are equally provided for.

Very good working relationships between the childminder and parents ensure children's individual needs are identified and met well. The childminder ensures parents are kept well informed of their children's progress. This is achieved through the effective use of ongoing feedback and photographs. Parents have access to their children's personal records and are actively encouraged to keep the childminder informed of any significant information or changes that may impact on the continued care of their children. The childminder has a positive attitude to developing and forming links with the children's school to ease their transition and ensure their continued learning.

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

Children are happy and settled in the childminder's care. They turn to her for comfort and reassurance, are relaxed and interact warmly with her. Children have clearly built trusting bonds with the childminder which help them to feel secure and safe. Her gentle manner helps children to feel comfortable and at ease with her. She shows children they are valued by respecting their choices and warmly acknowledging their achievements. They are very much at home in the childminding environment and show good levels of confidence as they move around freely selecting activities of their choice.

Children's ability and involvement in different activities is observed and recorded using photographs of them participating in exciting and a stimulating range of play and learning experiences. The childminder is keen to develop further the use of observations to help identify the next steps for children's learning to enhance their progress towards the early learning goals. Children clearly enjoy their time with the childminder. They are engaged, happy and interested and are learning through their play. For example, children thoroughly enjoy participating in singing and rhyme sessions, looking at books and listening to stories. Younger children eagerly explore and investigate various objects in treasure baskets developing their sensory skills. The childminder helps children to enjoy their play experiences by being involved in their play. She is skilled at questioning and extending their learning, for example, encouraging them to talk and describe the pictures in the story books. This effectively promotes children's communication and language skills.

Children are developing their problem solving skill, for example, they complete simple jigsaw puzzles and are learning to recognise numbers, shapes and colours. Children enjoy using a selection of programmable toys that support their learning as they find out why things happen and how things work. This helps children to develop skills for the future. Children have good opportunities to socialise with their peers and others as they visit the local children's centres and the local library for story and nursery rhymes sessions as well as participating in arts and craft activities. The childminder is very proactive in teaching children about a range of safety aspects, such as keeping themselves safe when crossing the roads. Children have some opportunities to practise emergency evacuation, however, these are not carried out regularly to enable children to become familiar with it, to assist with their quick and safe evacuation from the home, should the need arise.

Children are encouraged to follow good hygiene practices. They learn why they must wash their hands before eating. Good health and hygiene practices are followed by the childminder which minimises the risk of cross infection. Children's dietary needs are taken into consideration and are offered healthy and nutritious meals and snacks. For example, children enjoy preparing and serving a selection of fresh fruit daily and are offered freshly cooked meals, such as rice, chicken pasta and a selection of vegetables. The childminder ensures all children have drinking water readily available for them at all times.

The benefits of an active lifestyle are actively promoted. Children go out for frequent walks to local parks and enjoy playing in the garden. They have access to a good selection of resources and activities to nurture their physical skills and development.

Relationships are good. Children receive good support from the childminder so they feel safe and secure. They learn to behave acceptably and begin to understand right from wrong through the sensitive guidance they receive from the childminder and the clear boundaries she puts in place.

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