

## Inspection report for early years provision

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<b>Unique reference number</b>	161119
<b>Inspection date</b>	22/03/2011
<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 husband and two children aged 15 years and ten years, in Eastcote within the London borough of Hillingdon. The ground floor of the house is mainly used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children at any one time and is currently minding three children in the early years age group. She also minds three children over five years, all of whom attend on a part time basis. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder walks and drives to local schools to take and collect children. The childminder takes children to local parks, library and toddlers group.

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

Overall the quality of the provision is good.

The childminder provides a safe and secure home where children are happy and relaxed. High value is given to the uniqueness of each child to promote their well-being and development. Generally records, policies and procedures are well organised. The childminder works remarkably well with parents and other professionals to ensure that children's individual needs are exceptionally well met. The childminder is highly committed towards evaluating and improving the service she provides to children and parents.

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

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

- develop ways in which parents are supported and encouraged to share, contribute and update information, to become fully involved in their child's continuous learning and assessment records
- develop further the use of observations which help identify the next steps for children's learning and inform planning
- update the record of risk assessment to include any assessments of risks for all outings and trips.

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

Children are safeguarded and their overall welfare is effectively promoted by the childminder. The childminder creates a secure and welcoming home for the

children. She has all the information in place to report any concerns and is familiar with the Local Safeguarding Children Board procedures. Effective safety procedures implemented by the childminder ensure that children remain safe at all times. For example, the childminder carries out regular risk assessments in all areas of her home to promote children's safety and records her findings. However, the record of risk assessment does not include an assessment of risks for all outings to fully promote children's safety.

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 the previous recommendation to improve the service offered to children and families. For example, she has reviewed the sick child policy to include illnesses that may exclude children which she shares with parents.

Comprehensive records, policies and procedures underpin all aspects of the childminders day-to-day practice. In addition, policies and procedures are shared extremely well with parents in the form of a welcome pack given to all new parents and all required written consents are in place. The childminder organises the environment to allow children to explore freely, thereby assisting them to become independent learners. For example, children choose from a range of quality play resources that are stored in boxes supporting their independence skills. Children benefit from regular trips out to local toddler groups, music and movement sessions and the local library. This enables children to socialise with others and to develop an awareness of the local community and the wider world.

The childminder is extremely proactive in seeking appropriate support from a range of professional agencies such as, Physiotherapist and Speech and Language therapist to ensure that children with learning difficulties and or disabilities benefit from a very positive and rewarding experience. Children receive terrific one to one support from the childminder who has appropriate experience and skills to ensure their individual needs are successfully met. For example, the childminder regularly attends works shops and training courses to gain further knowledge and understanding of how to meet the individual needs of the children successfully. In addition, the childminder has established excellent links with teachers of local schools to ensure continued progression of children's care, learning and development.

Partnership with parents is outstanding. Children's admission into her care is tailored exceptionally well to meet their individual requirements. As a result, children settle extremely well, they are happy and contented. Relevant information about each child's needs is obtained and recorded. Parents are kept remarkably well informed about their children's achievements, there is an effective two-way flow of information and the childminder provides parents with written feedback each day in the form of a daily diary. However, the childminder is not yet involving parents in assessing their children's capabilities and starting points to plan for their learning and development. The childminder values parents' comments and seeks

their views through a parents' satisfactory survey on what she is doing well and areas for improvement. Written comments from parents say the childminder's is excellent, she is very diligent and works closely with them. They say that she is very flexible and understanding and are extremely happy with the level of care their children receives.

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

Children are engaged, happy, secure and interested in their play. The childminder has a good knowledge of children's individual needs and the Early Years Foundation Stage and this means children have fun and are motivated to learn and make good progress.

Children's ability and involvement in different activities is observed and recorded using photographs of them participating in a stimulating range play and learning experiences. Effective systems are in place for planning and assessment, which give the childminder a clear picture of children's progress through the early learning goals. The childminder is keen to develop further the use of observations to support and enhance children's play and learning experiences. A good balanced between adult and child-led activities means that children are able to select activities that interest them and they are able to extend and develop their own learning experiences.

Children have close relationships with the childminder and they enjoy her company. They have built trusting relationships which help them feel self-assured and safe. They are very much at home in the childminding environment and shows good levels of confidence as they move around freely selecting activities of their choosing. The childminder gets down to the children's level to play with them and takes some opportunities to support and extend their learning from what they choose to do.

Children are developing their problem solving skill, for example they complete simple jig saw puzzles and are learning to recognise numbers, shapes and colours. They are developing their early mark making skills and have good access to writing materials such as crayons, pencils and paper. Children are making good progress in their creative development. For example, they have good opportunities to participate in a wide range of creative activities such as; cooking and enjoy making pizza and cakes. They make play dough and enjoy painting, sticking and gluing activities using, a variety of arts and crafts materials. Children use programmable toys to explore and investigate how things work. These good play experiences enable children to develop skills necessary to their future success.

Good health and hygiene practices are followed by the childminder which minimises the risk of cross infection. Children learn why they must wash their hands before eating. Regular fire drill practices contribute to children developing an awareness of how to keep themselves safe. Children learn about healthy lifestyle because parents are closely consulted about any dietary needs their

children may have and information is recorded. They enjoy eating nutritious meals and snacks that are prepared by parents. The childminder ensures all children have drinking water readily available for them at all times. In addition, they have good opportunities to enjoy fresh air and exercise for example; they play in the garden, visit the local parks promoting a healthy life style.

The childminder understands how to manage children's behaviour appropriately, for example, she praises children's achievements, promoting their confidence and self-esteem. She has clear and meaningful written guidelines for acceptable behaviour. These are fully discussed and agreed with parents to ensure consistency for children.

## 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	1
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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