

## Inspection report for early years provision

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<b>Unique reference number</b>	EY416742
<b>Inspection date</b>	03/05/2011
<b>Inspector</b>	Jennifer Devine
<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 registered in 2010. She lives with her husband and one child aged three years in Chiswick, in London borough of Hounslow. The whole of the ground floor of the childminder's home is used for childminding, with sleeping facilities available on the first floor. There is a fully enclosed garden for outdoor play.

The childminder is registered to care for a maximum of four children under eight years at any one time, no more than two of which may be in the early years age range. She is currently caring for one child in the early years age group. The childminder is registered on the compulsory and voluntary parts of the Childcare Register.

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

Overall the quality of the provision is good.

Children are settled and happy within the childminders care. The childminder has a good understanding of the Early Years Foundation Stage and plans an interesting range of activities and experiences which meet each child's individual needs and interests. She works closely with parents to ensure she meets the unique needs of each child, but has not, as yet, sought their views on her service.

The childminder has comprehensive risk assessments on her home and clear procedures in place for fire evacuation but has not practiced the fire drill with children. The childminder is enthusiastic and committed to continually monitoring and evaluating the service she provides to ensure she maintains a quality service.

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

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

- conduct regular fire evacuation drills and record details in a fire log book of any problems encountered and how they were resolved
- develop the process of self-evaluation by including the views of parents.

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

The childminder understands the importance of safeguarding the well-being of children in her care and is aware of the child protection procedures to follow if she was concerned about a child. The childminder ensures her home and garden is safe, and has written risk assessments in place to identify and minimise any hazards. Although the childminder has a clear fire evacuation procedure in place she has not, as yet practised the fire drill with the children.

Children are able to move freely and independently around the home and garden, whilst still under the close supervision of the childminder at all times. The childminder maintains all documentation, such as the medication and accident records, as required. The childminder organises her home and play resources well, enabling children to make choices freely and safely. Children can choose from a range of age appropriate toys stored at a low level to support their increasing independence.

The childminder is committed to her professional development and is in the early stages of completing a self-evaluation on her provision to help her identify areas for improvement. She has attended the Introduction to Childminding practice and first aid courses; and has plans to continue her learning. She is particularly interested in developing her knowledge further of special educational needs.

The childminder provides an inclusive environment for all children and families and works well with parents to ensure continuity of care and education are offered. Detailed information regarding the children's care is obtained from parents when their child starts. This enables her to settle children in carefully and have a full understanding of each child's individual needs. Parents are kept well informed about their child's day through daily verbal communication and through text messages during the day. The childminder also shares her developmental records with parents to enable them to become involved in their child's learning journeys. She has not, as yet included parents in the self- evaluation process to ensure their views or comments are considered. The childminder is committed to working in partnerships with other agencies and she has established good levels of communication between agencies involved with individual children and this successfully supports their development.

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

Children are cared for in a loving and caring environment where they feel secure to explore their surroundings. They have built up trusting relationships with the childminder and as a result children are very happy and are making good progress in their early development. She talks all the time with the children as they play, providing a stimulating and nurturing approach. She is aware of children's non-verbal communication, being aware of their likes or dislikes.

The childminder has developed a good knowledge of the Early Years Foundation Stage and has effective methods in place for observing and assessing children's development. She has made links in her observations to the six areas of learning and identifies the next steps for learning. The childminder fully recognises that every child is unique and she is skilled in combining physiotherapy sessions for specific children's into the daily activities enabling her to fully support each child's development.

Young children have good opportunities to develop their physical skills as they

have space to move, roll, stretch and begin to crawl to explore their environment. The childminder positions their favourite toys slightly out of reach and this encourages their motor skills further and their desire to explore and investigate. They have great fun posting the shapes into the shape sorter and interact with the childminder as they watch and copy her. They are developing their skills for the future with many interactive resources and show delight as they push the buttons on the pop-up toy. The childminder has a good understanding of developing children's love of books. Children can access their favourite books and are learning about turning the pages as they look at the pictures. The childminder also has dedicated quiet times each day where she encourages children to develop their love of books and cuddle up on the cosy chair to share a story together.

Children have good opportunities for daily fresh air and exercise as they enjoy visits to parks, children's centres or to the feed the ducks. Children's behaviour is appropriate for their age and the childminder has effective strategies in place by offering lots of praise to them to promote their self-esteem. Children have good opportunities to develop their creativity as they have resources such as crayons, glue and paints. Young children are developing their early mark making skills as they hold the chunky crayons and begin to make marks on the paper. The childminder supports this learning by sitting with the children and talking to them about their pictures.

The childminder takes reasonable steps to ensure children in her care remain healthy and free from cross infection. Children do not attend if they are unwell. The childminder holds a current first aid certificate and this enables her to deal with accidents appropriately. Currently, parents provide their children's food and the childminder makes sure it is stored and reheated appropriately to ensure it remains fresh. The childminder is also happy to provide home cooked foods at parent's request. She is aware of ensuring young children have regular snacks and drinks through-out the day.

Children learn about road safety when outdoors and the childminder takes every opportunity to talk to the children about crossing the roads safely. The childminder is a member of a road safety club and she plans to involve children in activities as they get older to raise their awareness further. Young children are safely strapped into the pushchair when out walking and the childminder uses a motor vehicle for transporting children and is fully aware of car safety, such as having appropriately fitted car seats. Children demonstrate that they feel secure and safe in the childminders care as they become absorbed in their play. They smile and laugh with the childminder and are confident to lie on the carpeted floor to explore their surroundings, and show pleasure when she picks them up for a cuddle and reassurance.

## 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

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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