

## Inspection report for early years provision

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<b>Unique reference number</b>	161132
<b>Inspection date</b>	18/07/2011
<b>Inspector</b>	Kim Mundy
<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 registered in 1999. She lives with her husband and three adult children in Ruislip in the borough of Hillingdon. The whole of the ground floor of the house is available for childminding purposes and there is an enclosed garden for outdoor play. The childminder walks and drives to local schools to take and collect children. She attends local pre-school groups. The childminder is registered to care for a maximum of six children at any one time, of these three may be in the early years age range. She is currently minding four children in this age group. The childminder is registered on the Early Years Register and both 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 having fun and are well cared for by this enthusiastic childminder. They are making good progress in their learning and development. Overall, strong emphasis is placed on promoting partnerships between the childminder, parents and others to meet the children's individual needs. Children's health, safety and welfare are promoted well. The childminder evaluates her good childminding service and she makes continuous improvements to benefit the children and their families.

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

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

- develop ways for parents to become fully involved in their child's continuous learning and assessment records.

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

Children are safeguarded. The childminder knows the procedures to follow should she have any child protection concerns. Risk assessments are undertaken so that children are able to play and explore in a safe environment both inside and outdoors. The childminder ensures that effective procedures are followed when children are on medication or are unwell.

There is ample space for children to freely explore and investigate during their play. The attractive and secure garden and home are set up with a good range of quality toys and resources, which entice children to play.

The childminder promotes anti-discriminatory practice. She knows the children

very well and tailors her support to fit their needs. Boys and girls achieve equally well because activities are designed to appeal to their different interests. The childminder builds good links with the local school and pre-school practitioners to provide continuity of care and learning for children.

The childminder uses the Ofsted self-evaluation form as the basis for the on going review of her service. Parents' views are valued. They have completed questionnaires, commenting they are very happy with the childminding service. Children's views are also valued. The childminder is keen to keep a breast of child care issues and has a good capacity to improve.

The childminder has a strong and trusting relationship with parents. Parents share information about their children's individual needs, interests and experiences at the outset of childminding arrangements. Each child has a daily diary and learning journey file in which the childminder notes their routine and progress towards the early learning goals. However, parents are not fully involved in their child's continuous learning and assessment records. The childminder organises all of her documentation methodically and has compiled clear written policies and procedures, which are shared with parents and underpin her good childminding service.

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

The childminder has a good knowledge and understanding of how children learn and develop. Planning arrangements allow activities to stem directly from children's interests and support development of their individual skills. A picture of each child's development emerges through this assessment system. Children are developing skills for the future. They spend time problem solving as they build towers with bricks, float objects in the water tray and fit puzzles together. They are finding out about how things work, while using cash tills and telephones. They enjoy using telescopes to observe the swans at the park and the bug boxes to observe creatures found in the garden. Children are increasing their early-writing skills as they paint with their fingers, draw with crayons and make patterns in sand. They enjoy visits to the library and listening to stories to ignite their interest in books.

Festival celebrations such as Chinese New Year and Christmas help children to learn about other people's beliefs. They play with a variety of resources that promote their understanding of diversity such as books, dolls and dressing-up clothes. Children are learning how to care for living things as they plant flowers and vegetables. They are making a good start in their early education, having fun as they play and learn.

Children benefit from being cared for in a well organised, welcoming and child-friendly environment. Caring and nurturing relationships with the childminder enables children to feel secure. Children are well-behaved. The childminder helps them to learn to share by giving explanations, using distraction techniques and

playing turn taking games. Consistent encouragement and praise helps children to develop confidence and self-esteem. Children form close relationships with the childminder, her family and each other.

Children gain a good understanding of how to keep fit and healthy. They learn about good and bad foods, eating healthy snacks and meals and take part in physical activities on a daily basis. Children develop control over their bodies as they dance to music, climb, slide and balance on apparatus in the childminder's garden and at the park. Good hygiene routines are carried out, for example, children have their own individual towels in the bathroom and bed linen at rest time. Furthermore, good house cleaning routines are promoted by the provision of indoor slippers for children and visitors to the premises. Children learn about keeping safe and free from harm, for instance, as they cross roads safely or practise the fire drill. The emphasis on helping children succeed in their learning is matched by concern for their welfare.

## 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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