

## Inspection report for early years provision

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| <b>Unique reference number</b> | 117960           |
| <b>Inspection date</b>         | 11/07/2011       |
| <b>Inspector</b>               | Vicky Vasiliadis |
| <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 was registered in 1995. She lives with her two adult children in Acton in the London borough of Ealing. The downstairs of the home is mainly used for childminding and there is a fully enclosed garden for outside play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for no more than five children under eight years, of these, not more than three may be within the early years age range. The childminder is currently caring for three children within the early years age range who attend on a part-time basis.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are settled and secure in the care of the childminder and make sound progress in their learning. However, the childminder does not hold a valid first aid certificate. Children are provided with a suitable selection of activities which take account of their individual needs and interests. However, they have fewer opportunities to develop their understanding of diversity. Observation and assessment process are developing and evolving, but do not as yet include all of the children. The childminder is in the very early stages of reflecting on her practice and identifies some of her own strengths and areas for development to ensure continuous improvement.

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

To meet the specific requirements of the EYFS, the registered person must:

- maintain a current paediatric first aid certificate at all times when children are present (Safeguarding and promoting children's welfare) (this also applies to the compulsory and voluntary parts of the Childcare Register)
- 29/07/2011

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

- improve the systems for observational assessment to inform planning for each child's continuing development through play-based activities
- improve the systems for self-evaluation and identify priorities that will help to improve outcomes for the children
- actively promote equal opportunities and anti-discriminatory practice through the provision of resources and activities that provide positive images of

diversity, for example.

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

The childminder has a sound understanding of her role in ensuring the safety of the children in her care. She ensures that appropriate action is taken to make the home safe for the children as checks are conducted periodically. The childminder has a satisfactory understanding of safeguarding procedures and is aware of the possible signs and symptoms that may be displayed if a child is being harmed. However, the childminder has not updated her first aid certificate which expired in April, which is a breach of legal requirements.

The childminder adequately supports the children and strives to ensure that their individual needs are respected. She works with parents to find out information about the child before she commences care. For example, she talks to parents to find out information about children's dietary requirements, likes and dislikes. This enables the childminder to provide consistent care and helps the children to feel secure and settled. The childminder has not yet developed links with other professionals. She does however demonstrate through discussion, the need to develop these systems as and when required. The childminder has made some efforts to support the children's understanding of equality and diversity as she encourages children to accept and respect others through her interactions, discussions and role-modelling. The children have access to small selection of resources that are reflective of the wider community such as, books and puzzles.

The children have access to an appropriate selection of resources that are fit for purpose, adequately maintained and which provide suitable challenges. The childminder demonstrates an adequate understanding of the importance of developing systems for reflective practice as a means of identifying areas that will improve outcomes for children. For example, she would like to increase her knowledge of working with children with Special Educational Needs, but as yet has not identified training for this. She seeks support from a representative from the local authority and takes on board any suggestions that they may have as a means of improving practise issues. The childminder has addressed the recommendations raised at the last inspection, demonstrating a satisfactory capacity to improve.

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

The quality of children's learning and their progress towards the early learning goals in relation to their starting points is satisfactory. The childminder has started to make observations of some of the children, but these processes continue to develop and evolve. The childminder verbally shares information about the children development with parents as a means of involving them in the child's continuous learning and development.

The children are suitably supported in their learning as the childminder sits with them at activities and she strives to extend their thought processes as she poses some open-ended questions. For example, whilst looking through books she asks the children questions about the pictures and the different animals. The children's problem solving and numeracy skills are encouraged as the childminder helps them to learn through practical everyday situations. For example, the childminder counts the number of balls the children place into the toy and some discussions take place about different colours. Children are beginning to investigate how things work as they explore technology such as, when pressing buttons on the interactive toys and camera.

Children's independence skills are appropriately supported as they are provided with an enabling environment where they can easily access resources that are suited to their abilities, stages of development and interests. These are stored at the children's level in low-level units and on the floor, this ensures that children can make choices and initiate their own play. Children receive praise for their efforts and achievements which encourages their self-esteem. The childminder has appropriate systems in place to manage children's behaviour and written procedures are in place to support her practice, which are shared with parents.

Children are beginning to learn about the importance of keeping themselves safe as the childminder engages children in general discussions. For example, the childminder reminds children not to drink whilst they are walking about in case they fall and hurt themselves. She also conducts fire drills periodically as a means of ensuring the children do not become scared in the event of an emergency.

Children are being supported in adopting healthy lifestyles as the childminder encourages the children to wash their hands before eating. Children are offered healthy snacks and meals, such as sandwiches with a selection of fillings and fresh vegetables and fruit. In addition, the childminder has a clear understanding of appropriate food hygiene procedures as she has completed food hygiene training. Children have access to an outdoor area and local parks where they develop their physical skills.

## 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

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|--|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 3 |
| The capacity of the provision to maintain continuous improvement                                     | 3 |

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

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|--|---|
| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>            | 3 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 3 |
| The effectiveness with which the setting deploys resources   | 3 |
| The effectiveness with which the setting promotes equality and diversity                             | 3 |
| The effectiveness of safeguarding  | 3 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 3 |
| The effectiveness of partnerships  | 3 |
| The effectiveness of the setting's engagement with parents and carers                                | 3 |

### The quality of the provision in the Early Years Foundation Stage

|  |   |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 3 |
|--|---|

### Outcomes for children in the Early Years Foundation Stage

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|--|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 3 |
| The extent to which children achieve and enjoy their learning    | 3 |
| The extent to which children feel safe                           | 3 |
| The extent to which children adopt healthy lifestyles            | 3 |
| The extent to which children make a positive contribution        | 3 |
| The extent to which children develop skills for the future       | 3 |

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## Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Arrangements for Safeguarding Children) 29/07/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory section of the report (Arrangements for Safeguarding Children) 29/07/2011