

## Inspection report for early years provision

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<b>Unique reference number</b>	EY336915
<b>Inspection date</b>	14/09/2011
<b>Inspector</b>	Seema Parmar
<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 2006. She lives with her adult son and a daughter, aged seven years. The premise is a flat on the fifth floor of a small block of flats, in the London Borough of Westminster. The premise is close to public transport systems. The living room, bathroom, one bedroom and a playroom are used for childminding purposes.

The childminder is registered to care for a maximum of five children under eight years; of these, not more than three may be in the early years age group, and of these, not more than one may be under one year, at any one time. When working with another childminder at the above premises, the childminder may care for no more than eight children under eight years; of these, not more than six may be in the early years age group. When working with an assistant, the childminder may care for no more than six children under eight years; of these, not more than four, may be in the early years age. There are currently three children, on the early years age range, on roll. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder walks/drives to local schools to take and collect children. She attends the children's centre, toddler groups, the library and local parks.

The childminder holds a NVQ level 3 qualification in Childcare, Learning and Development. The childminder is a member of the National Childminding Association and Westminster Childminding Network.

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

Overall the quality of the provision is good.

Children are very happy during the time they spend with this caring childminder, who very much enjoys her time with the children. Children have their learning, development and welfare needs effectively met, as the childminder is clearly aware of requirements of the Early Years Foundation Stage. Overall, children have access to a wide range of stimulating and interesting toys and resources. The childminder is committed to improving and developing her service to enrich the outcomes for children. She does this by reflecting on her practice and seeking the views of parents.

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

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

- improve further the organisation of toys and resources to support children's free choices and independence skills

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

The childminder demonstrates that she has a good knowledge of how to safeguard children in her care. For example, she knows what to do, if she has concerns about child protection and is familiar with the local Safeguarding Children's Board procedures. The childminder is conscious of aspects surrounding safety, as she carries out visual checks daily and has written risk assessments in place, to include indoors and outings. Children's needs are well met, as documentation and records required for the safe and efficient management of the setting are in place.

The childminder has completed a self-evaluation form, identifying her strengths and weaknesses. She has a good understanding of what she needs to do in order to, further improve her knowledge, understanding, and practice in meeting children's individual care and learning needs. In addition, the childminder demonstrates the enthusiasm, to continually strive to provide a high quality childminding service, by keeping up-to-date with necessary changes and recognising the importance of developing her skills by attending training courses. The childminder has addressed all previous recommendations made at the last inspection. For example, the childminder was required to review the safety of playroom furniture and ensure that children are safe on floor surfaces. As a result, risk assessments include identified potential hazards and preventative steps taken to lessen risks, thereby promoting further, children's safety and welfare.

The childminder's home is conducive to supporting children's learning. A wide range of suitable play materials is available for them. Generally, toys and resources are accessible. Children know that they can request toys or activities to be taken out for them to enjoy. Children are valued and respected, as individuals. Equality and diversity are threaded through many activities, so that children are gaining a strong awareness of the needs of others. This creates an inclusive environment that encourages children to feel a sense of belonging and promotes their self-esteem. The childminder has a positive attitude to developing and forming links with other providers, to ensure continuity of care and learning for the children.

Children's emotional well-being is nurtured, because the childminder gathers detailed information about their development, when they first start, as well as any specific requirements they may have, in order to support their welfare and routines. Children benefit from very close communication systems between parents and the childminder. Parents receive detailed, daily, and periodic verbal and written information about their children's progress. In addition, policies and procedures are shared extremely well with parents. Questionnaires and reviews show that parents are very happy with the childminding service and hold the childminder very much in high regard.

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

The childminder recognises how children learn and develop. For example, she plans using the children's interest, what they enjoy doing, and effectively includes the six areas of learning. Through observations, the childminder identifies each child's attainments, including the next steps in their learning. Warm and loving relationships exist between the children and the childminder. Children feel secure, as they enjoy hugs, cuddles and smiles with the childminder.

The childminder ensures that children participate in a wide range of exciting and challenging activities that engages all the senses, to help them make good progress in all areas of their learning and development. For example, children thoroughly enjoy experimenting with flour and water as they make dough, developing an awareness of how two materials mix and become a different texture and shape. Children make good progress in their communication, language and literacy development, as the childminder is involved in the "Every child a talker" project. Children enjoy experimenting with and learning language, through everyday fun and interesting activities, which reflect children's interests, in order to become confident and skilled. Although the childminder takes out toys for children, as and when they request them, the organisation of the toys and resources does not always fully promote children's independent choices, as they are out of reach. Children have regular opportunities to visit the local children's centre, toddler groups and local parks. This provides further learning experiences and opportunities, in order to extend their social skills. Children learn about diversity, as they join in celebrations of different cultural festivals, such as the Chinese New Year.

Children are learning to keep safe as the childminder gives gently reminders and supervises them vigilantly, as they play. The childminder demonstrates a clear understanding of how she promotes children's good health. For example, children learn good hygiene practice, as they sing 'this is the way we wash our hands' - reinforcing the importance of hand washing as part of their daily routine. Children enjoy a healthy and nutritious diet that includes fresh fruit and vegetables. In addition, children have good opportunities to enjoy fresh air and exercise. For example, they visit the local parks developing their large muscle skills, as they climb, jump, run and play on the apparatus.

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 and simple house rules for acceptable behaviour for children, which she shares and has agreed with parents. She has built close and loving relationships with the children and as a result, children are happy and settled in her care.

## 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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