

## Inspection report for early years provision

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<b>Unique reference number</b>	116103
<b>Inspection date</b>	20/09/2011
<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 1999. She lives with her husband and two adult children in Brentford, in the London Borough of Hounslow. The whole of the ground floor of the childminder's home is available for childminding. Currently the childminder's garden is not suitable but she takes children out to parks for outdoor play.

The childminder is registered to care for a maximum of three children at any one time, of whom these three may be in the early years age range. She is currently minding two children in the early years age group. The childminder is registered on the Early Years Register, and 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 extremely settled and happy in the childminders care. The needs of the children are exceptionally well met and they are making excellent progress in their early development. This is due the childminders excellent knowledge of providing an overall child focused, stimulating environment where she plans activities to sustain their interest and develop their early skills. Most resources are used generally well to support children's play. Although self evaluation processes are developing the childminder has an overall awareness of her strengths and weaknesses and is committed to attend further training courses. This indicates she has the capacity to make continuous improvements.

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

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

- improve the opportunities for young babies to explore and investigate objects using a range of everyday materials
- develop the process of self-evaluation to support continuous improvements and consider 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 indicators of child abuse and the child protection procedures to follow if she was concerned about a child. The childminder places a strong emphasis on the children's safety within the home. Daily risk assessments are undertaken which ensures hazards are identified and

removed. She has a through awareness of safety when outdoors ensuring there is a risk assessment for every type of outing.

Children are able to move freely and independently around the home, whilst still under the close supervision of the childminder at all times. 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.

Although the childminder has not as yet, developed the self-evaluation process she demonstrates she is committed to her professional development. Children benefit from the childminders many years of experience and the many training courses she has undertaken to continually enhance her knowledge and skills. She has undertaken a Diploma in home based childcare and recognises this has enhanced her understanding of the Early Years Foundation Stage immensely and helped support her continuous development.

Children receive appropriate and consistent care because the childminder has established effective relationships with parents. They are kept well informed about their child's day through clear daily verbal communication. The childminder also shares her developmental records with parents to enable them to become involved in their child's learning. She has sought parent's feedback in the form of a questionnaire but has not considered how this can link in with her self-evaluation. Parental comments indicate they are very happy with the care provided.

The childminder provides an inclusive environment for all children and families. They are well supported as the childminder is aware of individual children's needs, routines, likes and dislikes through having discussions with parents before their child starts. The childminder embraces diversity within her home, introducing children to a variety of festivals or events which are planned according to the children's ages and experiences. She has a range of resources to support inclusion and recently introduced children to alternative methods of communication such as signing and Braille books. The childminder is aware of developing partnerships with other agencies. She has recently made links with the local nursery school and plans to share developmental information to ensure she provides continuity of care and learning.

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

Children are extremely settled and happy within the childminder's home and are making exceptionally good progress in their early development. The childminder has an excellent understanding of the Early Years Foundation Stage. She has developed extremely effective observation methods and is fully aware of the importance of these to ensure they identify children's achievements and their next steps for learning. The childminder is very committed to updating the progress profiles and spends time collating information and adding photographs which demonstrate children enjoying themselves and achieving in their play.

Young babies' needs are exceptionally well met as the childminder provides a loving and caring environment and as a result they develop their confidence to explore their surroundings. The childminder sits with the babies and encourages them to explore and develop their inquisitive minds. They have great fun as they find the musical toys and are developing their physical skills as they explore how to press the buttons. They are intrigued when they find the mirror and gaze intently developing an interest in themselves. Babies enjoy investigating a range of toys however; the childminder has not considered providing more everyday objects to fully support their emerging exploration for heuristic play.

The childminder motivates pre-school children's learning with some inspirational and innovative teaching. Children's skills for the future are rapidly developing as the childminder recognises the importance for children to develop a love for books and reading. She plans many activities to support their emerging writing and recognition of words and makes learning fun by encouraging children to hunt for the letters in their names when out in the environment. Children have very good opportunities for outdoor play as they visit local parks. They enjoy many activities to develop their creativity and imagination with art and participate in planned sessions at the drop-in groups or children's centres, together with activities within the home environment. Young children have superb opportunities to develop their increasing physical skills as the childminder spends time encouraging babies to crawl and manoeuvre around. She supports them to bounce on their feet as she sings songs and talks all the time to them. Extremely strong emphasis is given to promoting good behaviour. This is well supported as the childminder uses a reward sticker system which is embedded into the children's routines and used to develop their awareness of right and wrong, and promote their self-esteem.

Children's individual dietary needs are well known by the childminder. Currently parents provide most of their children's lunches; however the childminder provides meals, if required. Personal hygiene routines are well established to support children in developing their understanding of the importance of good hand washing. Pre-school children know why they must wash their hands and are very independent in these skills.

The childminder reinforces children's understanding of keeping safe when outdoors by ensuring young children are safely harnessed into the pushchair, walking with safety reins on or holding hands and can only run freely when they are in safe place. Children take part in fire evacuation practices which helps them understand about leaving the home quickly and safely.

## 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	1
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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