

## Inspection report for early years provision

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<b>Unique reference number</b>	138720
<b>Inspection date</b>	29/09/2011
<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.

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 1998. She lives with her husband and their two children aged 14 and 18 years in Ickenham, in the London Borough of Hillingdon. Childminding takes place on the ground floor and there is an enclosed garden available for outside play. The family has a pet dog.

The childminder is registered to care for a maximum of six children under eight years, three may be in the early years age range. There are currently two children in the early years age range on roll. She is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. The childminder walks or drives to local schools to take and collect children. She visits the library and local parks.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children feel safe and comfortable in the childminder's care. She provides a friendly environment where children learn through play. The childminder has a developing awareness of the Early Years Foundation Stage. Systems for observing, planning and assessing children's learning and development are in their infancy. Documentation is generally in place. However, not all children's records are in place to fully promote their welfare and well-being. Partnership with parents is secure, the childminder shares information to promote children's continuity of care. The childminder has some awareness of her strengths and areas to improve. She has made a commitment to attend training, in order to update her knowledge and practices, to improve outcomes for children.

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

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

- record the following information for each child: full name, date of birth, the name and address of every parent and carer who is known to the provider; which of these parents or carers the child normally lives with; emergency contact details of the parents and carers (documentation) 20/10/2011

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

- develop knowledge and understanding of the learning and development requirements so that every child receives an enjoyable and challenging experience tailored to meet their individual needs
- develop the systems for observations, planning and assessments to promote children's learning and monitor their progress to enable an effective review with parents
- gain knowledge and understanding of the Local Safeguarding Children board's procedures

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

The childminder generally demonstrates a sound understanding of her role and responsibility in protecting children from harm and neglect. The childminder has some understanding of reporting procedures for child protection concerns. However, she does not have knowledge of the current Local Safeguarding Children's Board procedures, to fully safeguard children. The childminder helps ensure children's safety within the home and garden. She conducts risk assessments to identify and eliminate any hazards. The childminder generally maintains most of the required records, policies and procedures for the safe and efficient management of her provision. However, she does not consistently record the required details of all children in her care, to effectively promote their welfare and well-being. This is a specific legal requirement.

The childminder uses time, space and resources to help children feel safe and secure and independently choose toys they enjoy. Children are beginning to develop a sensitive awareness of diversity and an understanding of the needs of others. The childminder has some resources in the home that reflect positive images of diversity.

The childminder recently returned to childminding after a three-year break. Her awareness and understanding of the Early Years Foundation Stage is developing. The childminder has a sound understanding of how children learn and develop. However, she does not yet have secure knowledge and understanding of the learning and development requirements, to identify children's achievements and plan the next steps in their learning. The childminder has some awareness of her strengths and weaknesses. She demonstrates a commitment to strengthening and developing the service she provides.

The childminder demonstrates a positive attitude to liaising with professional agencies, to ensure children with special educational needs and/or disabilities are equally provided for. The childminder communicates verbally with parents about their children's welfare and care routines. The childminder has an encouraging attitude to developing and forming links with other providers, to ensure continuity of care and learning for the children.

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

Children enjoy their time with the childminder and are beginning to build trusting relationships, helping them feel safe and secure. Children are engaged, happy and interested in their play. They make some independent choices, self-selecting toys and activities that interest them. The system for observing and assessing children's progress in their learning and development is very much in the early stages and not yet fully established.

Children develop their skills in communication, language and literacy. They choose from a range of age-appropriate books and extend their vocabulary by talking to the childminder. Story-time is a fun affair with the childminder and children enjoy reading books together. Children point to the pictures and anticipate what happens next. Children enjoy opportunities to use mark-making equipment, such as crayons and chunky chinks, to develop their early writing skills. Children recognise numbers, shapes and colours during their daily play experiences. In addition, children learn to count as part of their routine, developing skills for the future. The childminder ensures learning is fun. She provides a selection of toys, such as battery operated sound makers that encourage young children to explore and investigate. The childminder builds on children's experiences by being actively involved in their learning. For example, she sits on the floor and engages well with the children. Children have some opportunities to socialise with others. They visit the library and enjoy daily walks in the local community and to school.

Children learn about adopting healthy lifestyles. They eat nutritious snacks, such as fresh fruit. Drinks are accessible throughout the day, ensuring that the children do not become thirsty. Appropriate hygiene routines, such as hand washing, are in place to prevent the risk of cross-infection. The childminder has completed a relevant first aid course, so is able to respond appropriately, if a child has an accident. Children have suitable opportunities for fresh air and exercise, playing in the garden and going for walks in the local area. They develop their physical skills while playing on the apparatus in the park. Children learn about staying safe, for example, when walking to school they follow the green cross code. Children behave well. They play nicely together, sharing the toys and taking turns. The childminder offers praise and encouragement to children, which helps them gain confidence and self-esteem.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	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

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

<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:	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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