

## Inspection report for early years provision

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<b>Unique reference number</b>	160142
<b>Inspection date</b>	26/10/2011
<b>Inspector</b>	Christine Bonnett
<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 2001. She lives with her child aged 13 years in Greenford, in the London Borough of Ealing. The ground floor of the house is mainly used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children under eight years at any one time, of these, no more than three may be in the early years age group. She is currently minding one child in this age group. She 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 satisfactory.

Effective working with parents ensures the individual needs of children are known and met appropriately. Overall, children make sound progress in their learning and development. However, there are weaknesses in how physical development is promoted and how the play plans are implemented. The childminder reflects upon her practice, although the views of the parents are not sought as part of the self-evaluation process. The childminder demonstrates that she has the capacity to continuously develop her practice for the benefit of the children.

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

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

- develop the system of self-evaluation in order to include the views of the parents
- develop a systematic and routine approach to carrying out observations and assessments that clearly show how the identified next step in each child's learning journey is implemented
- develop the use of the garden to offer children freedom to explore, use their senses and be physically active and exuberant

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

The childminder has a sound knowledge of safeguarding matters. She understands the procedure to follow to report concerns. Risk assessments on her home and for outings are used appropriately to identify and minimise potential hazards to children. The necessary records and documents required for the safe and efficient management of the provision are in place. Children learn how to keep themselves safe as they participate in regular fire drills and learn the rules of the house, such

as always sitting down to eat.

The childminder understands the importance of continuously improving her practice for the benefit of the children and reads relevant childcare publications to keep up-to-date with topical issues. She has implemented the recommendations made at the last inspection with the result that children's well-being is now better protected. Parents do not currently have the opportunity to influence the development of the provision by contributing their views as part of the childminder's self-evaluation. The childminder identified that she needed to foster children's independence by enabling them to have ready access to the play materials. She now has a unit to house some of the resources so that they are displayed appealingly for children and enable them to select items of their choice.

Children have suitable play space to explore the toys and resources in comfort and safety. All the toys and furniture are clean and in good condition to support the sustainability of the setting and support children's learning. Children learn about diversity within society as they have access to resources, such as books, that reflect positive images of differences. The childminder also talks to parents to find out the cultural traditions that are important to them so that she and the children can mark the occasions appropriately.

The childminder establishes close working relationships with parents. Detailed forms are completed at the beginning of an arrangement in order to gain all relevant information about the children and their routines. This means that their individual needs are known and met appropriately. Routine, daily conversations with parents ensure information is up-dated appropriately, and the children's progress is monitored effectively. The childminder is aware of the importance of liaising closely with all other parties involved with the care or education of the children. This is to support children's achievements and well-being.

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

Children relaxed, happy and enjoy their play. They engage well with the play materials and generally make progress in their learning. The childminder observes the children's achievements and identifies the next step in their individual learning journey. However, the system used does not show if or how the next step is carried out. This means that it is difficult to accurately monitor the progress made. Children have routine access to a selection of books and regular story times with the childminder helps to develop their language and communication skills. Numeracy skills are fostered as children count and build with small wooden blocks. They also enjoy using electronic keyboards and other programmable toys which enable them to develop the skills needed to operate information and communication technology.

The childminder understands the importance of encouraging children to adopt healthy lifestyles. Young children become familiar with appropriate personal hygiene routines. Although the parents provide their children's meals, the childminder understands the importance of ensuring they enjoy a healthy diet.

Young children benefit from being taken out in the open air in buggies and enjoy observing the local environment. They also make good use of stride-and-ride toys indoors to aid physical development. However, they do not have the opportunity to run around outdoors in the park or back garden for physical exercise.

The childminder provides warm and gentle care. She works with parents so that children settle down well and are happy. Children learn what is expected of them as they listen to the childminder's guidance and respond appropriately. Young children develop confidence as they engage well with the play resources. They also develop a sense of security because they have positive interactions with the childminder and her family and express their needs with confidence.

## 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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