

## Inspection report for early years provision

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<b>Unique reference number</b>	138694
<b>Inspection date</b>	28/10/2011
<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 1992. She lives with her two adult children in Hayes, in the London borough of Hillingdon. 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 three children in this age group. She is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register. The family have pet dogs.

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

Overall the quality of the provision is good.

The childminder's effective working relationship with parents ensures that she is fully aware of the individuality of each child and how to meet their specific needs appropriately. Her good knowledge of the learning requirements of the Early Years Foundation Stage and how to implement them in her practice means that overall, children make good progress in their development. The childminder is fully committed to continuously developing her practice to improve outcomes for children.

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

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

- improve children's understanding of the importance of physical activity and making healthy choices in relation to food.

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

Safeguarding children is important to the childminder. She has attended a safeguarding refresher course and has good knowledge of child protection matters, including how to report concerns. The childminder risk assesses her home and garden and takes the necessary action to manage any potential hazards to children's safety. She also maintains all the documents and records required for the safe and efficient running of her practice. The childminder reflects upon her practice with the children as she appreciates the value of building upon her existing skills and knowledge. She assesses the play materials she has and how they will benefit the children. If necessary, additional items are acquired to support the needs of each child. The childminder attends groups and reads information on relevant websites and publications to keep up-to-date with good practice issues.

Since the last inspection she has improved her documentation and increased safety in the home. These steps have resulted in improved outcomes for children.

The childminder uses her resources well. She sets out a range of play materials each day to promote children's learning and interacts with the children as they play to guide and support them. In addition, children are also able to exercise their independence by helping themselves to items of their choice from the large variety stored in the back room. All play materials and furniture are clean and in good condition to support the sustainability of the provision.

The childminder engages well with parents to ensure the children's well-being is promoted appropriately. The 'About your child' forms completed at the beginning of an arrangement supplies the childminder with a wealth of relevant information to use to successfully settle the children and meet their needs. Daily verbal updates and text messages help keep parents informed about how their child is spending the day. Questionnaires are used to gauge the views of the parents and involve them in decision making. Comments made by parents on the questionnaires record that the childminder is very reliable, communicates with them well and provides a good service. Good links are also established with the nurseries the children attend. Information about the children's progress is shared, and joint working is done to resolve development issues.

Equality and respect for diversity is well promoted. The childminder enables children to develop respect and understanding of their own customs and traditions and those of their peers. For example, key words in children's home languages are learnt and dual language books obtained. Festivals from different religions are acknowledged, such as Diwali and Christmas.

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

Children become active learners as they are motivated to engage in a range of fun and stimulating activities. The childminder provides appropriate resources to promote learning in all areas. She observes the children to assess their level of attainment, and then plans the next step in their individual learning journey. Each child's file clearly shows the steady progress they make towards the early learning goals. Children enjoy looking at books and settling down for story time. They squeal with pleasure as the childminder shows them their favourite book which incorporates a puppet of a teddy. Shapes sorters and puzzles are used to promote problem solving and numeracy. As well as having access to a computer, children also use a variety of programmable toys to develop the skills they will need to operate information and communication technology in the future. Children have great fun making up games using the shopping trolley with play food and money. The childminder encourages their curiosity as they learn about the world around them. For example, children examine ants and frogs in the garden.

The childminder encourages children to adopt healthy lifestyles. They all wash their hands at appropriate times, such as before eating, and older children

understand why this is necessary. The childminder provides nutritious meals and snacks that suit their dietary needs. Pasta and butternut squash soup are popular items on the menu. Children enjoy plenty of opportunities to benefit from physical exercise in the park and back garden. Children look at the fruit and vegetables displayed outside a local shop and the childminder talks to them about it. However, children's understanding of the importance of physical exercise and eating healthy foods is not always promoted consistently through discussion or through meaningful projects. Children are encouraged to learn how to keep themselves safe. For example, they interact with programs on road safety websites to learn kerb drill, the importance of holding hands when crossing the road and wearing appropriate seat belts in the car.

Children are relaxed and settled. The regular weekly routine enables them to feel secure because they learn what is expected of them and what happens next. The childminder uses positive strategies to manage behavioural difficulties, such as temper tantrums. She also encourages children to play well together by sharing toys and taking turns. The childminder interacts warmly with the children, giving kind and gentle care. Children show that they feel safe with her as they confidently express their needs and respond positively when praise is given.

## 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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