

## Inspection report for early years provision

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<b>Unique reference number</b>	EY334744
<b>Inspection date</b>	02/11/2011
<b>Inspector</b>	Loraine Wardlaw

<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 2006. She lives with her husband and their three children, one of whom is in the early years age range. They live in a residential area near to Stanwell, Staines and Feltham in Middlesex. The whole ground floor of the childminder's house is used for childminding. Upstairs is used for sleeping purposes and the use of the bathroom. There is an enclosed garden for outside play. The childminder drives to schools in neighbouring towns to take and collect children.

The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for four children under eight years, no more than two may be in the early years age range at any one time. The childminder is currently caring for two early years children on a part-time basis. The childminder has a dog.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are warmly welcomed into the safe, homely and nurturing environment. Overall, children make good developmental progress because the childminder is in tune with each child's needs and has a skilful and knowledgeable approach to her practice. Most of the required documentation is in place. The childminder has a professional attitude to childcare and is fully committed to developing her own knowledge. She successfully evaluates the provision, identifying and implementing areas for future improvement.

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

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

- make a record of risk assessments clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) 02/12/2011

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

- ensure learning journals reflect knowledge of children's capabilities and develop adult-led activities based on this knowledge

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

The competent childminder places good emphasis on safeguarding. She ensures children's health is not compromised, because many policies, procedures and consents are in place. The childminder has a secure understanding of the signs and symptoms of abuse and demonstrates confidence should she need to carry out her child protection procedure. Risk assessments are well thought out; she conducts these on all areas of her home used by children. However, these are not documented which is a legal requirement. The childminder effectively plans the day and week to ensure that all areas of learning are covered; this includes community activities. The childminder writes her plans on a wipe board in the kitchen for parents to see. At home, she ensures that children can select from a good range of play activities both indoors and out. She has set out her resources, which motivates and appeals to the young children, successfully building on their next learning steps. For example, in the lounge a colourful child-size table has age appropriate puzzles laid out and a large unit with transparent boxes full of play resources for children to select. Children have many opportunities to play and learn outdoors, in the garden or on a variety of outings.

Self-evaluation is an integral part of the childminder's work. The childminder constantly reflects on her practice and since her last inspection has attended many Early Years Foundation Stage workshops, which gives her new ideas. For example, she introduced a persona doll to help a child's transition to school. She gleans good practice tips from the Sure Start Children's Centre which she attends with children. Parents write glowingly about the care and learning offered to their children. They report it is a stimulating and exciting home for young children, with the childminder paying attention to children's self-development; socially, physically and intellectually. Regular communication takes place on all matters, which contributes to this strong partnership with parents. This includes the sharing of play resources. The childminder has a good understanding about her obligation to work closely with other settings, although currently children do not attend any other setting. The childminder is pro-active in ensuring that all children feel included and can play with a good range of resources that depict culture and diversity.

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

Children are very settled and happy in the home and care of the childminder. They show a keen sense of security and belonging which is facilitated by sensitive, effective practice from the childminder. One-year-olds happily join in the many play opportunities offered to them. They sit comfortably on low chairs and receive positive and purposeful support to complete simple inset puzzles. The childminder relates to children very well and carefully ensures she role models effective language to promote communication skills. When children are successful in their play the childminder praises them highly which results in claps and smiles from

one-year-old's. Toddlers enjoy books from an early age by sitting comfortably and cosily with the childminder; they are encouraged to press buttons on the interactive book to make animal noises. The childminder then effectively re-enforces the names of animals and the noises they make by pointing to the pictures, which encourages babies to vocalise. This leads on to young children having fun with animal masks; putting them on and off themselves and others, chuckling, making animal noises and engaging confidently with visitors.

Young children behave extremely well because they are offered a stimulating day and clear boundaries. They are encouraged to share and take turns by the childminder who makes sure she gives children her equal attention. Children keep safe because the childminder ensures their safety is of high priority. For example, she explains to toddlers that they should put their shopping bag on their arm and not around their neck because it is safer. Children use a safety knife when they are encouraged to chop up their fruit at snack time. Drinks are freely available in the main play area, which babies spontaneously reach for when they feel thirsty. Children develop a healthy lifestyle through daily physical exercise and healthy eating. They play regularly in the garden in the fresh air and will walk around the lake near the school or visit a local play park. Children are developing good skills for the future because the childminder ensures her practice covers all aspects. For example, when toddlers play with role-play fruit she says 'is it broken in two; you have two pieces one, two,' which promotes effective counting skills. The childminder effectively observes, assesses and plans for children's developmental progress. However, her learning journals do not effectively reflect the knowledge she has of individual children. She plans adult-led activities but not consistently using the well-laid out learning journal. The childminder is careful to ensure that all children develop a positive sense of identity; she finds out about specific traditions families have and includes them into her practice.

## 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	3
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met