

## Inspection report for early years provision

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<b>Unique reference number</b>	EY255213
<b>Inspection date</b>	16/11/2011
<b>Inspector</b>	Jacqueline Walter
<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 2003.

She lives with her husband and adult child, in the London Borough of Hounslow. The childminder is situated close to shops, parks and transport links. The whole of the home is used for childminding and there is an enclosed rear garden for outdoor play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of four children under eight years at any one time, of whom three may be in the early years age range. She is currently minding four children in the early years age group and also offers care to children older children aged up to 11 years. The childminder is registered for overnight care and works alongside another childminder. The childminder collects and takes children to a local nursery. She is a member of the National Childminding Association and has a National Vocational Qualification at level three in Childcare.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's health and safety is promoted well. Most documentation required for the safe and efficient management of the provision is accurately maintained. The childminder's good knowledge of each child's needs and interests, good quality interaction and an effective and safely organised learning environment promotes children's learning well. Partnerships with parents and other agencies are good overall; making sure that the welfare and many aspects of children's learning needs are met. The childminder's self evaluation systems and actions taken demonstrate a good commitment to ensuring continual improvement in the setting.

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

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

- ensure the risk assessment identifies aspects of the environment that need to be checked on a regular basis and maintain a record of these particular aspects and when and by whom they have been checked (Suitable premises, environment and equipment)

30/11/2011

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

- encourage parents to share information on what children are learning at home, to contribute to the observation, assessment and planning cycle.

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

The childminder promotes children's welfare and safety well. She has a good awareness of safeguarding matters and what to do if she has any concerns about a child's well-being. She provides an effectively organised learning environment that is welcoming and child friendly. Resources are organised safely and at a low level allowing children to choose activities themselves and direct their own play. However, not all the required documentation fully meets the welfare requirements. For example, although the childminder takes appropriate action to minimise risks that need to be checked on a regular basis. For example, by regularly checking that there is no rain water collected in her outside sand and water tray before children enter this area. This identified risk is not recorded on her written risk assessment.

Partnership with parents is good overall. Information on the setting and the children's development is very effectively shared. For example, the children's day and development is shared through good use of a daily diary as well as informal chats. Parents also have access to development files at any time and are able to take copies of all the policies home to read. They also receive a regular newsletter, which effectively advises them on how to extend the children's learning in their own home. However, there are limited opportunities for parents to share information on what children have been learning at home. Partnerships with other agencies are well established. For example, the childminder uses a range of other settings effectively, such as a children's centre and various playgroups and toddler groups to promote children's development, particularly regarding their physical, social and emotional needs. The childminder also demonstrates a very good understanding of inclusion and supporting the needs of children who have special educational needs and/or disabilities. For example, she effectively communicates with other professionals and parents on a regular basis; ensuring information is shared and effectively promoted so that children get the support they require. She promotes knowledge and awareness of culture, religion, gender and disabilities well through planned activities and using a good range of resources that show positive images of diversity.

The effectiveness of self evaluation and steps taken to promote improvement is good. The childminder demonstrates a strong commitment to improving the quality of her setting. For example, she has evaluated her own knowledge, understanding and skills and completed additional workshops and courses in 'Safeguarding from Abuse', 'Food Safety', 'A Love of Books' and 'Outdoor play'. In addition to this, she regularly reads childcare publications and welcomes and implements ideas from them and other childminders to improve her provision. For example, she has introduced an 'In an Emergency Contact' system (ICE) and has implemented a more 'user friendly' observation sheet. These in turn have successfully improved children's safety as well as their overall development. The childminder also effectively evaluates her planning to ensure it is meeting the identified learning

intentions. As a result, she ensures children are effectively challenged.

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

The childminder has caring, friendly relationships with the children and supports their learning well. She interacts well with them, getting down to their level and participating in their activities. She promotes communication language and literacy effectively using lots of open-ended questioning and additional resources. For example, she uses finger puppets, when children are singing their rhymes and songs. Consequently, children communicate confidently clearly expressing their wants. They also enjoy and focus on their activities and learning. She provides a wide selection of stimulating resources and activities to promote all areas of learning. For example, children are able to develop their knowledge and understanding of the world, through first hand experiences, such as visiting a local urban farm and observing and caring for caterpillars that they discover change into butterflies. They are developing good relationships through sitting together to share books and by taking turns during their play. Children make lots of choices and decisions. They choose what fruit they eat for their snacks and also decide on the equipment they want to use and where they wish to use it. Information from observation and assessment is used effectively and as a result children progress well in relation to their starting points. The childminder very effectively finds out starting points through completing baseline assessment forms, which reflect all the areas of learning. She also completes with parents an 'All About Me' booklet for each child. She then regularly notes what children do or understand and identifies their next steps in learning. This information is then effectively used to promote their learning within planned activities. For example, the childminder devises long, medium term and weekly planning, which reflect the children's interests, their individual learning needs and a balance of indoor and outdoor play, through themes, topics and celebrations. In addition to this, the childminder also identifies the stage they are at in each of the areas of learning, every six weeks.

Children's safety is promoted well. For instance, the identification of visitors is checked and recorded as well as suitable safety measures taken to minimise potential risks. Children have regular opportunities to develop good knowledge on how to keep safe. They engage in practising safe procedures regarding road safety when out on their trips as well as reading books and colouring in pictures of the sensible procedures they use. Children are very active and have regular opportunities to enjoy fresh air and exercise. They go out on short outings every day. For instance, to the park and soft play centre and regularly enjoy doing action rhymes and using larger equipment, such as, a see-saw in the garden. Their health is promoted well. For instance, the childminder has recently completed an additional Food Safety course and young children adopt good personal hygiene routines, learning the reasons for doing this. Children are also developing a good understanding of the benefits of healthy eating through visiting the local shop to buy their snacks of fruit and through tasting new foods which are inspired through reading favourite story books. They are effectively encouraged to develop habits and behaviour appropriate to good learners, their own needs and those of others.

The childminder uses good strategies, which take account of the age and abilities of the children. For example, she uses discussion as well as distraction and lots of praise and encouragement with younger children. As a result, children are developing a good understanding of positive behaviour and behave well.

## 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

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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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