

## Inspection report for early years provision

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| <b>Unique reference number</b> | 137446       |
| <b>Inspection date</b>         | 29/11/2011   |
| <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.

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## **Description of the childminding**

The childminder was registered in 1992. The property is a three bedroom ground floor flat, located in Cricklewood, in the London borough of Brent. The childminder lives with her husband and three adult children. Schools, shops, parks and a library are within close walking distance. Bus, tube and train services run close by. Childminding takes place in the living room. There is an enclosed garden available for outdoor play.

The childminder is registered to care for a maximum of five children under eight years, of whom no more than three may be in the early years age group. There are three children in the early years age range on roll. The childminder is registered on the Early Years Register, compulsory and voluntary parts of the Childcare Register.

The childminder walks to local schools to take and collect children. She attends the children's centre, toddler groups, library and local parks. The childminder is a member of the National Childminding Association.

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

Overall the quality of the provision is good.

Children are enjoying and achieving in a stimulating learning environment, which includes an exciting range of play experiences. The childminder has a good knowledge and understanding of how children learn and develop. However, systems for observing children's learning and development are in place, these do not fully consider the next steps in children's learning. Partnerships with parents are effective in keeping them informed about their children's care, learning and development. The childminder evaluates the strengths and areas for improvement in her provision and strives to improve the support and experiences she offers to children in her care.

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

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

- develop further the systems for observations, planning and assessments (Early learning goals)
- maintain a fire drill log ( Suitable premises, environment and equipment)

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

The childminder demonstrates that she has a good knowledge of how to safeguard children in her care. For example, she knows what to do if she has concerns about child protection and is familiar with the local Safeguarding Children's Board procedures. The childminder is very conscious of aspects of safety, as she carries out visual checks daily and has written risk assessments in place for indoors, outdoors and for outings. For example, risk assessments include identified potential hazards, the level of risk and preventative steps taken to reduce the risk. As a result, this promotes children's safety and welfare.

Generally, records, policies and procedures for the safe and efficient management of the setting are in place. However, these do not include the childminder's log of fire drills that she regularly practises. The childminder has good systems in place to self-evaluate her work and has identified some areas for development. She recognises that she would like to develop her knowledge and understanding of the observation and assessment process. To further enhance her knowledge of childcare and related issues she has accessed training which in turn feeds into the continuous improvement of her work.

The indoor environment is 'homely' enough to feel comfortable while providing an environment suitable for learning. The childminder organises her home and play resources effectively, in order to encourage children's independence. Children are valued and respected as individuals. Equality and diversity are threaded through many activities, so that children are gaining a strong awareness of the needs of others. For example, children learn to celebrate different cultural festivals such as Diwali, Eid and Jewish New Year. This creates an inclusive environment that encourages children to feel a sense of belonging and promotes their self-esteem.

The childminder has effective systems in place, in order to share information with parents. She talks to parents before children attend her setting, in order to find out about their children's individual needs and any relevant information relating to the child's abilities. Children benefit from very close communication systems between parents and the childminder. For example, the childminder actively encourages parents to contribute and update information, in order to become fully involved in their child's continuous care, learning and development. Feedback letters from parents indicate they hold the childminder in high regard and say they are very happy with the care their children receive. The childminder actively forms 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 are very happy, secure and enjoy the quality time the childminder spends, playing with them. The childminder has a good knowledge and understanding of how children learn and develop, and presents the environment to

ensure that learning is fun and helps them make good progress in their development. Systems for observing and recording children's development in their individual portfolios are in place. However these do not fully demonstrate how children's next steps in learning are planned. Babies make good progress with the caring and encouraging support that the childminder provides as younger children follow their individual daily routines, seek comfort and cuddles as they go for their naps, and through using gestures, to make their needs known. The childminder sits with the children, effectively supporting their play and describing what they are doing. Babies excitedly make sounds and express their joy, as they are beginning to use verbal communication. For example, as the childminder takes out a favourite book, she uses props such as small world toys to enact the sounds of animals. In response, younger children shake their arms in excitement and mimic a growling lion using a toy lion and placing it on the picture in the book. This promotes picture object association and plays a key role in language development and comprehension. In addition, children develop an awareness of number games through their enjoyment of action nursery rhymes and songs that relate to their experience of numbers. For example, younger children enjoy the childminder singing 'round and round the garden, one-step, two-step and', younger children burst into giggles as they enjoy being tickled. Children also have fun playing, show delight and amazement, as they push various buttons on a selection of programmable toys, which support their learning, as they find out why things happen and how things work. Babies develop their physical skills, as they have time to crawl and toddle around using their increasing mobility to connect with toys, objects and the childminder. Experiences provided resources available and interaction from the childminder help to ensure children develop good skills for the future

The childminder demonstrates a clear understanding of how she promotes children's good health. Children learn good hygiene practices, as they learn about the importance of hand washing. Younger children use wet wipes before snack times, to promote their well-being. Children enjoy healthy and nutritious snacks that consist of fresh fruits, rice cakes, and dried fruits. In addition, children have good opportunities to enjoy daily fresh air and exercise. Children's confidence and self-esteem is very well promoted as the childminder encourages and praises the children when they do something well. The childminder has clear and meaningful written guidelines for acceptable behaviour for children. The childminder discusses and agrees these with parents to ensure consistency. Children are learning to keep safe, as the childminder gives gentle reminders and supervises them vigilantly as they play. The childminder has a loving and caring relationship with children, who form strong attachments to her. As a result, children show they are very happy and comfortable in her care.

## 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

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|--|---|
| <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

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|--|---|
| <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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|--|---|
| 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

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| <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**

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| 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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