

## Inspection report for early years provision

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<b>Unique reference number</b>	138813
<b>Inspection date</b>	12/12/2011
<b>Inspector</b>	Jennifer Devine
<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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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**

This childminder was registered in 2001. She lives with her husband and three children aged 11, 14 and 16 years in Hayes in the London borough of Hillingdon. The whole of the ground floor and one bedroom on the first floor of the property is used for childminding purposes. There is an enclosed garden available for outdoor play. The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age range. She is currently minding three children in this age range. She also offers care to children aged over five years to 11 years. The childminder is registered by Ofsted on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. The childminder collects children from the local school and attends several toddler groups on a regular basis.

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

Overall the quality of the provision is good.

Children are settled and happy within the childminder's care. She shows warmth and kindness to each child and provides a secure, stimulating environment to help them make good progress overall. The childminder has a good understanding of the Early Years Foundation Stage and plans overall an exciting range of activities and experiences. She works closely with parents to ensure she meets the unique needs of each child. The childminder identifies and addresses areas for her continuing development. This demonstrates that she has a good capacity to make improvements in the service she provides.

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

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

- enhance children's understanding of communities by developing ideas for sharing photographs of children's families, friends, pets or favourite people.

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

The childminder understands the importance of safeguarding the well-being of children in her care and is aware of the child protection procedures to follow if she was concerned about a child. The childminder places a strong emphasis on children's safety within the home and when outdoors. Comprehensive risk assessments are undertaken which ensure hazards are identified and removed.

The childminder maintains all records, policies and procedures required for the safe and efficient management of her provision.

The childminder is committed to her professional development and has developed the self-evaluation process to help her identify areas for continuous improvements. She attends regular training courses to keep up to date with changes. Children are able to move freely and independently around the home and garden, whilst still under the close supervision of the childminder at all times. The childminder organises her home and play resources well and has a small playroom where children are able to choose from age appropriate toys stored at a low level to support their increasing independence.

The childminder provides an inclusive environment for all children and families. The childminder is aware of individual children's needs, routines, likes and dislikes through having discussions with parents before their child starts. The childminder embraces diversity within her home and celebrates festivals throughout the year, which helps children gain awareness and value differences. However, she has not considered using photographs of children's own families or favourite people to enhance children's self-esteem and develop a sense of community. The childminder plans trips out to several community activities, such as to local toddler groups and this helps children develop an understanding of the world around them.

Children receive appropriate and consistent care because the childminder has established effective relationships with parents. They are kept well informed about their child's day through use of a daily diary and daily verbal communication. The childminder seeks parents' written views and their comments indicate they are very happy with the service the childminder provides. The childminder is aware of developing partnerships with other agencies. She has links with the local school and shares developmental information to ensure she provides continuity of care and learning.

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

Children are cared for in a loving and caring environment where they feel secure to explore their surroundings. They have built up trusting relationships with the childminder and approach her during the day for reassurance and cuddles. As a result, children are happy, feel safe and are making overall good progress in their development. The childminder has developed a good knowledge of the Early Years Foundation Stage and has effective methods in place for observing and assessing children's development. She has made links in her observations to the six areas of learning and identifies each child's next steps for learning. The childminder also monitors children's progress.

The childminder has a good awareness of providing a stimulating environment to encourage children's early communication skills. She talks all the time with the

children as they play and plans music and singing time to reinforce their understanding. Children are inspired to join in with singing and have favourite songs that they know very well. They learn about rhythm as they play the musical instruments to accompany their singing.

The childminder has a good understanding of developing children's love of books. Children can access their favourite books from the low level shelves in the playroom and they also visit the library most days, which enables them to share a range of reading material. They have a range of programmable and push button toys to support their early technological skills. Children's behaviour is appropriate for their age and the childminder has effective strategies in place by offering lots of praise to them to promote their self-esteem.

Young children have good opportunities to make decisions about their play and enjoy sitting on the floor playing with a range of exciting activities. They thoroughly enjoy taking part in a creative activity and spend long periods of time concentrating as they stick various shapes and make wonderful patterns with the glitter. The childminder has a good understanding of adapting the activity depending on individual children's ages and abilities. For example, she encourages older children to write their name whilst younger children copy by making marks on the paper. Children have very good opportunities for fresh air and exercise as go out every day when they visit local parks or when visit the local toddler groups.

The childminder promotes a healthy eating lifestyle as she works in partnership with parents who provide food for their children. Their good health is further promoted as drinks of fresh water and snacks of fruit are readily accessible. The childminder promotes good hygiene by ensuring she talks with the children about the importance of washing their hands before and after eating their meals. The childminder takes reasonable steps to ensure children in her care remain healthy and free from cross infection. Children do not attend if they are unwell. The childminder holds a current first aid certificate and this enables her to deal with accidents appropriately.

Children are developing their understanding of keeping safe within the home. The childminder involves the children in regular fire practices so that they develop an understanding of evacuating the home safely. They learn about road safety when outdoors and the childminder takes every opportunity to talk to the children about crossing the roads safely. As a result, they develop a good understanding of personal safety.

## 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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