

## Inspection report for early years provision

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<b>Unique reference number</b>	138507
<b>Inspection date</b>	17/01/2012
<b>Inspector</b>	Maria Conroy
<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 has been registered since January 1994. She lives with her husband and adult son in Harefield, in the London Borough of Hillingdon. Her home is close to schools, public transport and local amenities. The ground floor is mainly used for childminding with a bathroom and one bedroom for sleeping, if needed, on the first floor. The childminder has a fully enclosed rear garden for physical play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care after six children under eight years of age. Of these, three may be in the early years age range. There are currently five children on roll.

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

Overall the quality of the provision is good.

Children's learning and development needs are well promoted overall. They are happy and settled and the childminder safeguards them well. The childminder demonstrates a good capacity to maintain continuous improvement. Partnerships with parents are good and help to promote children's individual needs well. Sound links with other early years professionals help to provide children with consistency of care and learning.

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

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

- provide a range of everyday objects for babies to explore and investigate, for example, through treasure baskets
- review the way the space used by the children is organised to give scope for free movement and well spread activities

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

The childminder has a secure understanding of safeguarding children procedures and has attended training in this area, to further develop her knowledge. She is aware of the procedures to follow in the event of a concern about a child's welfare. The childminder conducts frequent risk assessments in the areas used by the children to help ensure they are safe and suitable. The policies and procedures in

place help to promote children's welfare.

The childminder undertakes effective self-evaluation, identifying her strengths and areas for further development. She seeks the parents' views in the form of questionnaires to ensure she is able to make further improvements to the service she provides. The childminder also drives improvement, for example, by attending regular training to update her skills and knowledge. The childminder uses resources, toys and play materials well overall to promote children's learning experiences. However, there are fewer opportunities for younger children to investigate and explore natural play materials. In addition, the way in which the main space used by the children is organised, does not always give scope for free movement and well-spread activities. The childminder is skilled and experienced at asking open-ended questions, which supports children in thinking for themselves. Children have the opportunity to play outdoors as part of the daily routine; for example, through trips to the park.

The childminder promotes equality and diversity well. She finds out about children's individual interests and abilities when they are initially placed with her. Children are given equal attention during different times of the day. For example, when younger children sleep, other children receive one-to-one support in completing puzzles and exploring books. Children play with resources from the local library that promotes their awareness of diversity. They also engage in planned activities to learn about different festivals throughout the year.

The childminder has a positive relationship with parents, who are kept updated on a daily basis about their child's well-being. She keeps parents well informed about her policies and procedures from when their children first attend. Parents are very happy with the childminder's service. They comment that she is always trustworthy, reliable and that she creates a relaxed and fun environment for children in her care. The childminder has begun to liaise with other early years professionals for children new to the setting. She discusses what the children have been doing and shares any information with parents to promote continuity for the children.

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

Children's learning is promoted well. Observations are undertaken on the children and the childminder uses this information to identify and plan for their next steps in learning. This information is then used effectively to develop individual plans to support their developmental needs. Children's language and literacy skills are continually promoted, for example, as they listen to familiar stories, through singing songs and taking part in action rhymes. Mathematical concepts are incorporated into their daily play, for instance, as they learn to recognise numbers and shapes on the shape sorter. There are regular opportunities for children to count, including counting buttons when they do their coats up. They are also heard

to count the butterflies in the book they are reading. Children have the opportunity to investigate and explore as they learn to use battery-operated toys. They learn that by pushing the head of the toy down it will play music. Overall, they access activities and experiences that help them develop a good range of skills for their future learning.

Children are very secure and develop a sense of belonging due to the effective routines in place. They are learning to keep themselves safe. For example, very young children learn to move from one level of the house to another by using a step. This helps them to confidently climb from the dining area to the playroom. They are learning how to use scissors correctly when they cut out pictures for sticking. They take part in regular fire drills which helps them to learn how to evacuate the building in the event of a fire.

Most children show a good awareness of what constitutes a healthy lifestyle. They adopt good personal hygiene routines, for example, as they clean their hands before and after they eat their meal. They are learning about healthy eating as they are encouraged to eat fruit and take regular drinks of water throughout the day. Children have regular opportunities to take part in physical activities, for example, they enjoy going to feed the ducks and balancing on beams as they use the play equipment in various parks.

Children are settled and they all appear confident and happy. They are beginning to investigate and explore the toys around them. Children are learning to take turns and share and there are duplicates of some toys to make this easier for them. Children listen to stories about being kind, sharing and how it feels to be bullied, helping them to understand how others feel. Children's behaviour is good and children are beginning to show a good awareness of responsibility in the setting.

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