

## Inspection report for early years provision

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<b>Unique reference number</b>	EY359470
<b>Inspection date</b>	25/01/2012
<b>Inspector</b>	Arda Halls
<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 registered in 2007. She lives with her school age son in Shepherds Bush in the London Borough of Hammersmith and Fulham. The whole of the lower ground floor flat is used for childminding, except for two bedrooms. There is no access to an outdoor area but children are regularly taken to the local park. 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 six children under eight years at any one time and is currently minding four children under five on a part-time basis. The childminder walks to local schools to take and collect children. The family has a cat as a pet.

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

Overall the quality of the provision is good.

The childminder effectively meets the needs of all children who attend. She supports every child so that no group or individual is disadvantaged. Children make good progress in their learning and development and their welfare is consistently promoted. Overall, the childminder maintains a good range of documentation to support her practice. Partnerships with others promote good quality early education and care. The childminder accurately evaluates most of the strengths and weaknesses of the provision. She takes effective steps to secure continuous improvement.

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

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

- develop a more robust process for self-evaluation to clearly identify all strengths and areas for development to further improve outcomes for all children
- update the record of risk assessment to include any assessment of risks for outings and trips.

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

The childminder successfully maintains clear policies, strategies and procedures to support the safeguarding and welfare of all children. She takes precise steps to check that children are safe in her home and that furniture, equipment and toys are suitable. She completes thorough risk assessments for indoor play. Although she keeps children safe on outings, she does not keep a record of her risk

assessments for these events.

The childminder manages a wide range of resources well. She takes into consideration children's starting points and the suitability and availability of resources. Toys and equipment are clean and in good condition. The childminder has a good understanding of the importance of presenting activities attractively. She actively plays with the resources to stimulate the children's interests. The childminder teaches the children to take care of resources and promotes sustainability effectively.

The childminder effectively narrows the achievement gap by promoting equality of opportunity and ensuring that she challenges stereotypical views. She ensures that policies and procedures are available and understood by parents and carers as she works in partnership with parents to successfully meet every child's needs. She considers a wide range of festivals to celebrate, for example, Chinese New Year. She heightens the children's enjoyment of the celebration as they make a Chinese meal. They create Chinese artwork, which is on display in a place of prominence. This helps children learn about the society in which they live.

The childminder has well-established relationships with parents and carers. She frequently asks them for their views and ensures that their opinions inform important decisions about the provision. Children are involved in some of the decision-making procedures as the childminder regularly consults them about the activities. Children are enthusiastic in their replies; their excitement about their play is encouraging. The effective liaison between parents and carers contributes to improvements in children's achievements, well-being and development. Parents clearly acknowledge the good care their children receive. They state that they are appreciative of all the guidance, support and love that the childminder gives to their children. The childminder liaises consistently with external agencies, services and other providers to ensure children receive good quality support. This makes a strong contribution to children's achievement and well-being.

The childminder communicates an ambitious vision for the setting. She sets realistic steps for improvements such as attending further training to improve her skills. The childminder recognises the importance of physical exercise and makes successful plans to implement what she has learned on an active play course. She tackles the recommendations from the last inspection effectively. Continuous improvements have a positive impact on the overall quality of the early years provision. However, self-evaluation does not identify all areas for development to improve outcomes for children further.

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

Children develop well in relation to their starting points and capabilities. They are active learners and they think critically. The quality of their learning and the progress they make towards the early learning goals is consistently good. They

work well independently and with their peers as they explore the fuzzy felt circus characters. They demonstrate a good sense of humour as they talk about using an umbrella on the high rope to keep you 'wet'. They enjoy endless stories, which they choose themselves. Story reading enhances their knowledge of the world and improves their listening skills. They have a clear understanding that print carries meaning.

Children behave in ways that are safe for themselves and others. For example, they do not leave the playroom unless invited to do so. They do not rush to the door when the bell rings. Children act out the role of firefighters as they pretend to put out a fire. They understand when there are risks and they show they feel safe, as they are confident to confide in adults. They discuss outings frequently and they know what they must remember to keep safe.

Children show a good awareness of how to lead a healthy lifestyle. They demonstrate good hygiene practices such as washing their hands before eating and after using the toilet. They learn through play about which foods are more healthy than others. Children pretend to make tea and talk about being careful of the hot water. They enjoy a healthy snack of vegetables and rice cakes as well as nutritious pasta bake for lunch.

Children are actively engaged in helping in the childminder's home. They like to serve others as they play in the home corner; they tidy up the toys and help prepare the table for lunch. Children behave well, are kind to one another and show respect for others as they share out the toys and equipment. Children develop precise skills to use in their everyday life. They learn to dress themselves, wash their hands, make choices and listen to instructions. They learn that their opinion matters as they discuss the day's routine. Children know they can solve problems and enjoy themselves at the same time. They are learning independence and are well prepared for the transition to school.

## 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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