

## Inspection report for early years provision

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<b>Unique reference number</b>	116006
<b>Inspection date</b>	08/02/2012
<b>Inspector</b>	Elaine Douglas
<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 1997. She lives with her husband and their 10- year-old child in a house in Isleworth, close to shops, parks, schools and public transport links. The whole of the ground floor is used for childminding and access to toilet facilities are on the first floor. There is an enclosed garden for outside play. The family has two dogs, a rabbit and a cat.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of four children under eight years at any one time; of whom no more than three children may be in the early years age range. She is currently minding four children in this age group.

The childminder walks to local schools to collect children and attends several toddler groups on a regular basis. The childminder is a member of an approved childminding network. She has gained their quality assurance status.

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

Overall the quality of the provision is outstanding.

The childminder provides an enabling environment and excellent interaction, which ensures children make rapid progress. She builds exceptional partnerships with parents, which enable her to meet children's individual needs and provide a highly inclusive provision. Partnerships with other providers are good overall. Children's safety is given high priority and they develop a very positive awareness of diversity. Recommendations from the childminder's previous inspection have been very effectively addressed. Excellent systems of self-evaluation, including parents' views, ensure continuous improvements.

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

To further improve the high quality early years provision the registered person should consider:

- developing the methods of working in partnership with other settings to further enhance children's learning and development .

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

The childminder safeguards children through implementing an excellent range of policies and procedures. Children wear wristbands containing her details when

outside the premises. She has attended child protection training and has extensive documentation for advice. Excellent risk assessments identify any actions needed to minimise risks, while supporting children's independence. The childminder carries out regular reviews of hygiene procedures and children's dietary requirements. She proactively seeks extensive information to protect and promote children's welfare.

Excellent systems of self-evaluation enable the childminder to identify her personal development needs. She regularly attends training and meetings to keep up-to-date and enhance her provision. The childminder successfully evaluates all training she attends to identify the impact on her provision. For example, after attending a workshop on risk assessments, she has arranged a home safety visit and informed parents of this service. The childminder has also introduced using musical instruments to singing sessions to enhance children's awareness of health through dance. Through her clear system of self-evaluation, she has identified a priority to formalise her system in order to better identify improvements in all areas of the provision. Parents and children are highly involved in the self-evaluation process. As a result of parents' feedback, the childminder has introduced daily diaries to further enhance her successful communication systems.

Low level units are labelled with pictures, which provide children of all abilities with excellent access to resources to initiate their own learning. Children regularly attend playgroups to develop social skills and access an even greater range of activities. Their achievements are directly attributed to the childminder's excellent use of resources. Lengths of material often become a tent, a means of playing peek-a-boo with a baby, a sari dress, and a parachute. The childminder makes excellent use of visits to link children's learning to real experiences. For example, children use paint and foam to make marks with toy vehicles, then visit a transport museum and riverbank to see real vehicles. The environment is rich with words and posters, which encourage children to ask questions and recognise letters and numbers. An excellent range of resources and activities promote a highly positive awareness of diversity.

The childminder develops outstanding partnerships with parents. Every six weeks she reviews children's progress with parents and identifies the next stages of children's development. This enables her to meet children's individual needs extremely well and make sure they all receive equal opportunities. Parents comment on their confidence in the childminder, the professional policies and procedures, and great communication. They also comment on the excellent range of activities and support for continuing learning at home. Regular newsletters keep parents extremely well-informed about the activities and any festivals being celebrated. The childminder is proactive in establishing partnerships with other providers where children attend to fully support children's achievements and well-being.

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

Children are extremely confident, happy and settled, and demonstrate a strong sense of belonging. They form excellent relationships with each other and the childminder. They play together extremely well. For example, when two children want the same toy, one suggests to the other that they sit together and share. Children are highly motivated to learn and persist with activities until they have completed them. This gives them an excellent sense of achievement and successfully promotes their skills for the future. The childminder praises children's attempts at new skills, such as catching a ball, which makes them eager to keep trying. The childminder provides an excellent playmate, joining in with their games. Children use a mirror to discover themselves and notice their differences. They enjoy bee and bird watching and grow a range of flowers and produce. Children celebrate an extensive range of festivals and develop an exceptional awareness of diversity.

The childminder provides excellent interaction posing problems to test ideas by trial and error. For example, one child completes a puzzle by finding the corners and straight edges first. They are encouraged to look closely at the corresponding picture to match the pieces and work out where they go. The childminder asks how many pieces of the puzzle they have left. The child says 'two' and when the childminder points out that she also has two the child says 'four'. Very young children explore toys pressing buttons to make noises and lights flash. An older child demonstrates what else the toys can do, which extends their learning further.

Excellent observations enable the childminder to plan for each child's individual learning needs. She has recently improved her system to better identify any gaps in children's learning. The childminder provides an excellent range of child initiated and adult-led activities. Often one comes from the other. For example, one child puts on a pair of dinosaur feet and moves around making noises, as their interpretation of a dinosaur. They ask for a mask and this becomes a planned activity to make their own.

The childminder provides an exceptional role model for children to develop an excellent awareness of keeping themselves safe and healthy. For example, she encourages them to move floor toys out of the way, so they do not trip over while playing with a ball. One child wiggles under a table on their tummy to retrieve the ball, knowing to keep their head bent low so as not to bang it. Children blow their nose, dispose of the tissue and use sanitiser to clean their hands. The childminder uses role-play to further develop children's excellent awareness of healthy eating. One young child pretends to make a healthy meal for their doll and leaves it to cool so they will not burn their mouth. Children wash their hands before eating and have individual towels to prevent cross contamination. They recognise their own and each other's beakers to help themselves to fresh drinking water. Children have excellent opportunities to engage in outdoor energetic play, such as chasing bubbles, building a camp and using a range of large equipment.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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