

## Inspection report for early years provision

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<b>Unique reference number</b>	EY351825
<b>Inspection date</b>	28/02/2012
<b>Inspector</b>	Helen Penticost
<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 2007. She lives with her husband and three children in Brentford in the London Borough of Hounslow. The whole ground floor of the house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of three children under eight years at any one time, of whom no more than one may be in the early years age group. She is currently minding three children in this age group. She is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register. The childminder walks or drives to local schools to take and collect children. The family have one dog, two cats, a parrot, two pigs and two guinea pigs.

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

Overall the quality of the provision is good.

Children are happy and settled within the welcoming environment, where their individual learning, development and welfare needs are met well. The childminder has a good understanding of the Early Years Foundation Stage. As a result children are making good progress overall in their learning and development. Partnerships with parents are fully fostered and relationships with others providing early years education are in their infancy. She has a sound awareness of her strengths and weakness and a strong capacity to maintain continuous improvement.

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

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

- improve a regular two-way flow of information, knowledge and expertise between parents and practitioners, to help support and extend children's learning and development
- enable parents to have regular opportunities to add to observation and assessment records.

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

Clearly written policies and procedures are in place and followed by the childminder, which supports children's welfare and safety effectively. This is reflected in her understanding in regards to recognising possible signs and symptoms of abuse, and the procedures she would follow should she have concerns. The environment is safe and the childminder is proactive in minimising

any risks to children, for example, she completes thorough written risk assessments of the premises as well as outings. The childminder records children's attendance on a daily basis with the number of hours they are in her care. All necessary records of accidents, incidents and medication are in place. For example, consent for emergency medical advice and treatment, which enables all children to be cared for in an emergency without delay. Necessary fire equipment is in place to protect children in the event of a fire and evacuation practised with the children and the childminder maintains a fire evacuation log.

The home environment is child friendly, which helps children to settle and be at ease. Children's independence and freedom of choice is increased because the range of resources are easily accessible. The childminder meets the needs of children well irrespective of background or ability. Regular outings around the local community effectively help children to learn about and understand the society in which they live. A wide range of books and toys helps them learn about difference in practical and enjoyable ways. The childminder is aware of the advice, support and guidance that can be used to support her in the care of children with learning difficulties and/or disabilities and English as an additional language. Systems to support children that attend other early years settings are not yet fully established to ensure continuity in children's learning.

The childminder fully understands the importance of professional development and the need to keep up to date with current childcare practice. She has attended some early year's short courses and she holds an appropriate early year's qualification. The childminder has updated her self evaluation and has well targeted plans for the future of her setting which fully supports her commitment to continuous improvement. A close and trusting partnership with parents and carers ensures that required information is shared and a consistent approach given. A thorough settling in process is offered enabling that both the children and parents are happy and secure with the placement from the start. Parents have access to detailed documentation regarding the childminders policies and procedures detailing her working ethos and good practice. Daily interaction and text messages help to keep parents suitably informed about their child's day. Parents comment positively about the childminder, for example, they state that the childminder is 'extremely flexible and is always on hand at a drop of a hat, I sometimes wonder what I would do without her'.

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

Children are consistently offered a wide range of opportunities that support them in making good progress across the areas of learning and development. The childminder flexibly plans activities around the children's interests and free play choices. For example, when children play with their chosen resources she supports language and communication skills by introducing new vocabulary and repeating words. The childminder undertakes observations and to plan their further development. However, parents are not currently fully involved in this process in order for the childminder to assess children's starting points.

Children demonstrate that they feel safe as they are happy, settled and secure in the care of their childminder and they are made to feel welcome and have good relationships with her. She supports their learning as she joins in with their play and by providing activities that follow their interests. For example, they thread buttons onto laces and post wooden beads onto posts and talk about colours and shapes. Children have ample opportunities to initiate their own play as toys and resources are easily accessible. They happily flow from inside to out of doors which promotes children's choice and independence. Behaviour is dealt with in a positive manner with clear boundaries set which are consistent and appropriate to the individual child's level of understanding. Regular praise and encouragement are used to develop children's self-esteem. Throughout the range of activities, children's creative and expressive learning is well supported. For example, children have access to an assortment of art and craft activities, musical instruments and dressing up resources. Children's awareness of diversity and the wider world is promoted through a balanced range of resources, such as, books, dolls that promote disability in a positive manner, small world figures and focused activities.

Children benefit from good hygiene practices and healthy eating promoted by the childminder. They enjoy a selection of healthy and nutritious meals and snacks where all dietary requirements are met and any specific issues dealt with consistently. Children benefit from lots of fresh air as they visit parks, attend regular toddler groups. This enables them to develop and refine their physical skills as they play energetically. Children's knowledge and understanding of the world and sustainability are enhanced as they plant, tend and harvest their own produce such as strawberries, carrots and beans. They also help to care for many animals such as the pigs and guinea pigs. Children operate information technology and programmable toys with confidence which develops their skills for the future. They press buttons and are rewarded with flashing lights and a tunes. Overall, children are developing good skills to support their future learning.

## 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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