

## Inspection report for early years provision

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<b>Unique reference number</b>	138640
<b>Inspection date</b>	12/03/2012
<b>Inspector</b>	Christine Bonnett
<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 adult child in Hillingdon, in the London Borough of Hillingdon. The ground floor of the house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for six children under eight years at any one time, of whom three may be in the early years age group. She is currently minding two children in the early years age group. The family has two cats.

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

Overall the quality of the provision is good.

Children are happy and settled in the childminder's homely environment. They enjoy their play and make good progress in all areas of learning and development. The childminder forms an effective working relationship with parents to help ensure children's individual needs are known and consistent care provided. Links with other settings delivering the Early Years Foundation Stage are yet to be developed. The childminder demonstrates a commitment to developing her service and promoting continuous improvement, to further enhance outcomes for children.

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

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

- establish effective links for sharing information with children's schools and nurseries to help ensure continuity and coherence in their learning.

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

The childminder has a good knowledge and understanding of her responsibilities towards safeguarding children in her care. She knows the indicators of child abuse and has procedures to follow for reporting any concerns. Detailed risk assessments are in place to keep children safe within the home, garden and on outings. Children learn how to keep safe, for example, learning about road safety and routinely take part in emergency evacuation drills. The childminder maintains all required records and documentation for efficient management of the setting and the well-being of the children.

The childminder has established an effective partnership with parents, helping her become familiar with the background and needs of all the children. She exchanges

information daily, either verbally or in writing, keeping parents well informed about their child's day. Parents also have access to their child's development file. However, links to help ensure progression and continuity in children's learning when also attending other early years settings are not established.

The childminder's home is conducive to children's learning. She has a designated playroom for children to enjoy, which has plenty of space for them to play in safety. Low level benches and table allows children to sit and play in comfort. The letter and number posters displayed on the walls help make the room bright and appealing. A wide range of play materials are available for children to access easily and that support their learning in all areas. All furniture and equipment is safe and well maintained. Children learn about diversity in the world around them. They enjoy learning about customs and traditions associated with a range of faiths; for example, making dragons for Chinese New Year and taking part in Easter egg hunts.

The childminder recognises the benefits of continuously developing her practice and keeping up to date with changes. She welcomes input from local authority development workers. Since her last inspection the childminder has attended safeguarding training to increase her knowledge and awareness. She has also attended a workshop about using phonics to promote children's communication and language skills. The recommendations made at the last inspection have been implemented. The childminder recently reflected on her practice; sorting out her play materials to ensure they remain safe and continue to meet the needs of the children. She has also bought new equipment, for example, magnetic cars to promote the interests of a particular child.

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

Children have great fun and enjoy their time with the childminder. They are active learners who are keen to join in. Children show enthusiasm while undertaking a variety of activities, such as making woolly sheep or creating their own imaginative play. Each child has a progress file that contains observations carried out while they play. These observations are assessed to find out how the child is developing in each area of learning. The next step in their individual learning journey is identified and planned. Children enjoy selecting books of their choice and sitting by themselves or with the childminder to read the story. Painting and drawing helps children develop their pre-writing skills. They routinely practise counting, for example, the legs on their woolly sheep. The use of activity centres and a compact disc player helps children develop their skills with information and communication technology. Children enjoy visiting places of interest to help them learn about the environment, for example, regular trips to the farm to see the animals.

Although parents supply their children's meals, the childminder reinforces children's knowledge and understanding of healthy eating. She talks to them about the importance of eating fruit and vegetables. The childminder provides the children with plenty of drinks during the day. Children adopt good personal

hygiene routines. Older children explain potential consequences of not washing their hands before eating. Children have plenty of opportunity to benefit from physical exercise. Younger children walk to collect their friends from school each day and have fun running around the local park and back garden. They also visit a soft play centre, where they can scramble and tumble safely.

Children are relaxed and content in the calm atmosphere of the childminder's home. They develop a strong sense of belonging and know what is expected of them; for example, learning to share toys and take turns. Children concentrate well while they play. They welcome the childminder's warm interaction, as she talks to them and extends their learning. Children confidently express their needs, for example, requesting a particular play activity. This also shows that they feel safe and happy in the childminder's care.

## 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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