

## Inspection report for early years provision

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| <b>Unique reference number</b> | 116147       |
| <b>Inspection date</b>         | 26/03/2012   |
| <b>Inspector</b>               | Amanda Tyson |
| <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 2000 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and their two children who are both aged over eight in Bedfont, near Feltham, Middlesex. The property is close to local schools and amenities and there is a park nearby. Play activities take place on the ground floor where there is a dedicated playroom leading into a secure outdoor play area. There is also a toilet, kitchen-diner and sitting room. The first floor bedrooms are used for children to sleep. The childminder has five very friendly lop-eared rabbits that live outdoors.

The childminder holds an NNEB Diploma in Nursery Nursing. She attends various local carer and toddler groups. The childminder is registered to work with up to two assistants who may be left alone with children for short periods of time providing that they hold a valid first aid certificate and that the arrangements are agreed and confirmed in writing by parents.

When working alone the childminder may care for no more than six children under eight at any one time; of these no more than three may be in the early years age group, of whom one may be aged under one year. When working with one assistant, numbers are increased to nine children under eight; of these six may be in the early years age group, of whom two may be aged under one year at any one time. When working with two assistants, all nine may be in the early years age range, but only two may be aged under one year at any one time. The childminder also provides care to children aged over eight. There are currently nine children on roll under eight, seven of whom are in the early years age group. Two children aged over eight also attend.

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

Overall the quality of the provision is good.

Children are cared for in a safe and secure environment. Provision for outdoor play is a key strength. The childminder provides a flexible service which is particularly helpful to parents who work shifts. She works closely with parents to support children's individual needs and is beginning to recognise the importance of establishing partnerships with the other setting's children attend. Children's learning needs are mostly well understood and supported by the childminder. She makes good overall use of self-evaluation to develop her practice and capacity for sustaining ongoing improvement is good.

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

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

- strengthen understanding about the needs of children learning English as an additional language.
- value more what children can do and children's own ideas rather than giving them a picture drawn by someone else for them to reproduce or decorate.
- develop further the two-way flow of information with other providers to support a shared approach to children's learning and development.

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

The childminder's practice is underpinned by well thought through and implemented policies and procedures that successfully safeguard and promote children's welfare. For example, she makes effective use of risk assessments to identify and minimise accidents and incidents in the indoor and outdoor environment and on outings. Fire safety is well considered. The childminder regularly updates her child protection knowledge and understands her responsibilities to act on concerns well. All records and documentation required for the safe and efficient management of the setting are in place and well maintained. Equality and diversity is promoted well overall within activity planning and through the individual support the childminder gives to children and their families. The childminder has a good range of play and learning resources to meet children's varying stages of development. Positive images of ethnicity, gender and disability are promoted through special activities, on posters, in books and by some toys. Play resources are stored on low level shelving and are labelled in both picture and print. This encourages children to become independent learners. It provides well for all children, including the very young and those learning English as an additional language, to make informed choices about their play. The playroom door is left open and children move freely between the indoors and well equipped outdoor play area. The childminder makes good use of community resources, such as the sure start centre and local parks. However, although the childminder encourages speech and language well and promotes English to children who are learning English as an additional language, her knowledge and understanding of best practice for supporting those children is not fully developed.

The childminder works closely with parents to support children's individual needs, such as behaviour or toilet training issues. Information about their daily activities, care routines, efforts and achievements, are exchanged verbally and through the use of a daily diary. They meet on a formal basis every three months to review children's progress and development towards the early learning goals. Parents are keen to take part in sponsored events and special activities. Children aged over eight, who have been attending since they were four months old, expressed a wish to have their views heard within this inspection. The message that they want to convey is that 'she is the best'. They recollect activities they did as toddlers with fondness and say that they have 'learned stuff like what you do if there is a fire, and about poor people and children who are sick'. Some children also attend preschool settings and although a friendly exchange takes place each day and the childminder takes note of the setting's planning, a shared approach to children's learning and development has yet to be established.

The childminder's main current priorities are to: improve her observational

assessment process, develop a systematic self-evaluation process drawing on a range of available quality improvement tools, make use of the local training opportunities and expand her provision to provide for the needs of parents with changeable shift-work patterns. The childminder has already begun to target these and is well placed to achieve her vision of all-round excellence in the future.

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

Children are making good progress towards the early learning goals and are developing the necessary skills to support their future learning, based on their age, ability and starting points for learning. Children's play often starts inside but extends to the outdoors which is well equipped to inspire their interest. For example, children take themselves off to the sand pit, where brown stones which become chocolate are buried for safe keeping, before returning inside to activate a programmable rocket, which after a 10-1 countdown takes off into space with flashing lights. Children use computer technology with confidence. They enjoy listening to stories and make frequent visits to the reading area which features a child-sized sofa and armchair next to a well stocked bookcase. Children who are learning English as an additional language make steady progress, although the childminder is unfamiliar with the wide ranging 'best practice' guidance for advancing their learning further. Letters and words are prominently displayed around the childminder's home and resources, such as letter moulds in the sand pit, encourage children to match letters to sounds, which some two year olds do with amazing accuracy. The childminder is brilliant at recognising spontaneous opportunities to encourage children's numeracy skills, such as helping two year olds to recognise quantities of two without counting. Paper and pencils, paint and chalk are all freely available to encourage children to create their own pictures and images, make marks, and write letters and numbers. However, considerable use is made of worksheets and picture templates which are less interesting and less challenging than the free-play opportunities available. For example, toddlers, preschool and school-aged children are given adult prepared templates, such as a flower or a cow, to decorate rather than be challenged to create their own interpretations which they are capable of doing.

Children keep physically active and receive plenty of fresh air through the provision for outdoor play which provides various climbing and balancing challenges. They enjoy healthy snacks and meals and special dietary needs are particularly well catered for. Children enjoy delightful moments with the childminder's lop-eared rabbits, which are amazingly fully toilet trained, roam freely around the garden, and respond to their name and simple instructions from the children. The childminder skilfully combines her commitment to promoting good health with teaching children about wider world issues, such as those resulting in inequality, through fun and morally rewarding activities. For example, they recently completed a sponsored bike ride to raise money to give children in other parts of the world clean drinking water because, they learned, dirty water makes them very sick. Children are now preparing to repeat this activity to raise money to improve the lives of children with disabilities and life limiting illnesses. Children's awareness of safety is demonstrated as they zip up the trampoline net

before jumping. They learn fire safety rules through evacuation practise, road safety and stranger danger when they go on outings. Toddlers willingly go to bed, sometimes even ask to go, and spontaneously go to the childminder for a kiss or a cuddle showing a strong sense of security.

## 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

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|--|---|
| <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

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|--|---|
| <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

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|--|---|
| 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

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|--|---|
| <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**

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| 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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