

## Inspection report for early years provision

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<b>Unique reference number</b>	137415
<b>Inspection date</b>	01/05/2012
<b>Inspector</b>	Jennifer Devine
<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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the childminding**

The childminder was registered in 1987. She lives in Kenton in the London Borough of Brent. The whole of the ground floor and a bedroom on the first floor are used for childminding and there is a fully enclosed garden for outdoor play.

The childminder is registered by Ofsted to care for a maximum of six children, of whom three may be in the early years age range. She is currently minding three children in the early years age group. The childminder is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register.

The childminder is an accredited member of Brent 'children come first' quality assurance network.

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

Overall the quality of the provision is outstanding.

The childminder meets the needs of the children exceptionally well and they are making excellent progress in their early development. This is due the childminder's excellent knowledge of providing a stimulating environment where she plans activities to sustain children's interest and develop their early skills. The provision for children's safety and welfare is meticulous. She works closely with parents to ensure she meets the individual needs of each child. The childminder is enthusiastic and fully committed to continually monitoring her childminding provision so that she provides and maintains a high quality service.

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

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

- enhancing the use of the outdoors, including making more effective use of the local neighbourhood

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

The childminder fully understands the importance of safeguarding the well-being of children in her care and is very aware of her safeguarding role and responsibilities. The childminder has an excellent understanding of overall safety

and is vigilant in her supervision of the children. Comprehensive risk assessments for the home are conducted to check that children are cared for in a very safe and secure environment.

The childminder is extremely committed to her professional development and has systems in place for self-evaluating her practice. This supports the childminder extremely well in her future improvements. Children benefit from the childminder's many years of experience and the extensive training she has undertaken to continually enhance her knowledge and skills.

The childminder provides an inclusive environment for all children and families. They are well supported as the childminder is fully aware of individual children's needs, routines, likes and dislikes through having intensive discussions with parents before their child starts. The childminder has a full awareness of the importance of embracing diversity and has many resources within the home reflecting positive images. She plans many activities throughout the year around festivals which helps children gain an awareness and value difference.

The home and play resources are organised extremely well to enable children to make choices freely and safely. Children can choose from a wide range of age appropriate toys stored at a low level to support their increasing independence.

The childminder has an excellent partnership with parents. Detailed information is gathered from parents about the child and together with a gradual settling-in time enables the childminder to really get to know the children and make them feel secure in her care. Parents are kept very well informed about the child's day through the use of text messages and verbal feedback. The childminder shares her developmental records with parents, and organises meetings for parents on a regular basis to enable parents to become fully involved in their child's learning. Parental comments indicate they are extremely happy with the care and learning provided. The childminder is a member of a quality assurance network and is fully aware of developing partnerships with other agencies. She has worked closely with other professionals to support individual children's needs.

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

The childminder has an excellent understanding of the Statutory Framework for the Early Years Foundation Stage. She has developed extremely effective observation and assessment methods and she is fully aware of the importance of these to ensure they clearly identify children's achievements and their next steps for learning. The childminder is very committed to updating the progress profiles and spends time collating information and adding photographs which demonstrate children enjoying themselves and achieving in their play.

Young babies' needs are met exceptionally well as the childminder provides a

loving and caring homely environment. The childminder sits with babies and encourages them to explore and develop their inquisitive minds. They have great fun as they explore the large bricks and squeal in delight as they drop them into the box and then take out again. The childminder ensures there is an extensive balance of activities to help children think critically and develop into active and creative learners. For example, the childminder sits with the children supporting their skills with fitting the varying grades of puzzles together. She then leaves them for short periods of time to enable them to try out their problem solving skills for themselves. Children show great delight as they complete the task and clap as the childminder says, 'well done'.

The childminder has some superb books, children sit alone or together with the childminder to look at. Children particularly enjoy sharing the large picture books and show great excitement as they join in with the childminder as she reads. The childminder provides an excellent level of interaction, asking questions to make children think and predict what happens next. Children's skills for the future are supported extremely well as they have access to various computerised resources.

Children experience a wealth of activities outdoors in the well-equipped garden. They can run freely and play on the garden apparatus or jump through tyres. Children's learning is extended through access to sand and water play. The childminder also plans activities based on the natural environment such as gardening activities. Children do occasionally visit the library or local shops; however these opportunities are planned less frequently.

Children show an exceptional understanding of the importance of following good personal hygiene routines. They know why they must wash their hands and manage this independently. The childminder provides healthy meals and snacks of fruit, and drinks are easily accessible for children. Extremely strong emphasis is given to promoting good behaviour. The childminder gently reminds young children about sharing and taking turns and her calm approach promotes a relaxed and positive environment for children.

Children's safety is paramount. The childminder has installed safety surfacing under the large climbing frame and this helps protect children from serious injury as they climb and slide. Regular fire evacuation practices are conducted and this helps teach children about the importance of leaving the home quickly and safely.

## 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	1
The effectiveness of the setting's engagement with parents and carers	1

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

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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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