

## Inspection report for early years provision

---

<b>Unique reference number</b>	115907
<b>Inspection date</b>	01/03/2012
<b>Inspector</b>	Ann Moss
<b>Type of setting</b>	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

## 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 1994. She lives with her partner and her five children aged 20, 18, 15 and 12 years old and 20 months in Twickenham, Middlesex. The whole of the ground floor is used for childminding with sleeping and toilet facilities available within this area. There is an enclosed garden for outside play. The childminder works with an assistant.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than two of which may be in the early years age range. When working with an assistant the numbers of children in the early years age range may be increased to five. She is currently minding seven children in this age group. She also offers care to children aged from five years to 11 years. The childminder is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder is a member of the Richmond-on-Thames Childminding Network. She is accredited to take nursery education funding for three year olds.

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

Overall the quality of the provision is good.

Children benefit from a welcoming, inclusive environment. They achieve well overall, despite the lack of a systematic and routine approach to using observations and assessments. Children's welfare is well supported, however, risk assessments conducted do not highlight all potential hazards. The arrangements for working in partnership with parents and ensuring the required documentation is in place are effective. The childminder reflects on her practice. She identifies the setting's strengths and areas for development training, for example. This demonstrates a commitment to continuous improvement.

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

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

- develop a systematic and routine approach to using observations and assessments to plan the next steps in a child's developmental progress in all areas of learning
- review the risk assessment to ensure it covers anything which a child may come into contact with

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

Children's safety is effectively safeguarded. The childminder demonstrates a high level of commitment to promoting their safety and wellbeing. For example, all adult members of the household and those working with children have been checked for their suitability. Established policies and procedures, which are shared, understood and implemented competently by her assistant, underpin the childminder's good practice. The childminder and her assistant understand the procedures to follow in the event of any safeguarding concerns. The environment in which children play and learn is safe and supportive. Written risk assessments and daily checks of the home, garden and outings contribute towards children's safety. However, the childminder has not fully identified all potential hazards in the garden such as the storage of building materials. There is a detailed emergency evacuation plan in place which is practised with children and records maintained. This helps children to understand about keeping themselves safe from harm. The childminder and her assistant maintain a recognised first aid certificate. This means any minor incidents incurred by children can be dealt with quickly and effectively. All written records and parental consents relating to the individual needs of children are in place, effectively maintained and stored to ensure confidentiality.

The childminder makes full and effective use of all available space, indoors and out. Children benefit from an interesting, well equipped, welcoming environment which focuses on their play and learning. Children have independent access to a wide range of good quality toys and resources to support continuous independent play. These are available throughout the downstairs of the home and used well to support planned next steps. Equality and diversity is well embedded throughout the childminder's practice. The childminder works in partnership with parents and carers to recognise the uniqueness of each child to help ensure their individual needs are identified and met and backgrounds acknowledged. For example, a child who is bilingual is encouraged to share her home language within the setting. The childminder take time to learn a few words and uses this to help all children learn about the similarities and differences within our society. All children have equal access to all play and learning opportunities, helping them to reach their full potential.

The childminder communicates with parents verbally each day and provides some written information, providing an insight into their child's care and learning. The childminder welcomes parent's feedback to help to identify any areas she can develop. The written feedback from parents demonstrates they are happy with the quality service their children receive. There are currently no children on roll who attend other settings or need support from others agencies. However the childminder is aware of the need to work in partnership with other settings if the need arises. The childminder recognises the value of continuous quality improvement and how this impacts on children's achievements. She has used the Ofsted self-evaluation form as a basis of internal review and to assess what the setting offers and areas for future development through training, for example. This

supports continuous improvement.

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

Children benefit from the experience of the childminder and her assistant who hold early year's qualifications. The childminder's good knowledge of the learning and development and welfare requirements and Early Years Foundation Stage guidance contributes to children's learning and well-being. The childminder knows the children well. She observes and assesses their progress as they play. However, observation and assessment lack a systematic and routine approach to plan the next steps in a child's developmental progress in all areas of learning.

Children demonstrate that they are settled and happy through their smiles and chatter. They relate well to each other and adults, this contributes to their sense of belonging. They experience a flexible childminding routine. This includes free and planned play activities that contributes to their enjoyment and learning on a weekly basis. Children have regular trips out that include outings to local venues and places of interest such as Kew Garden. These provide chances to use a variety of large equipment with more space to develop their physical skills. Children explore the natural environment and make connections through their senses and movement. For example, they like to collect things that interest them such as leaves, sticks and pine cones. These interests are then followed up through further activities such as art and craft, which are proudly displayed or taken home. Children's communication is developing well. They confidently ask question such as 'can we' and 'where is'. They handle books well and point out various animals that interest them. They respond positively to the childminder's open questions, promoting shared thinking. Children's creativity is very well supported because the childminder provides ample equipment to support their interests. For example, children role play experiences that are meaningful to them. For instance, using a microwave to make popcorn, and then sharing it with adults. They show good levels of sustained concentration as they role play in the toy kitchen, gather together the equipment they need to make a cup of tea, they know they must carry the tea carefully, because it is 'hot'. This helps to consolidate children's understanding of how to feel and be safe according to their environment. Children show enjoyment and willingly participate in their self chosen activities. They learn to problem solve through puzzles as they select, match and insert the piece in the correct place. Children have lots of opportunities to repeat their activity, consolidating their thinking and learning. Children choose and use a good range of age appropriate Information, Communicating Technology equipment, such as battery operated toys, as a result children develop good skills for the future. Children show a good understanding of diversity engaging in a good range of activities and experiences to help support this. Their behaviour is very good and children are beginning to show a good awareness of responsibility within the setting, for example, they respond positively to the childminder's request when asked to help to tidy away resources.

Children demonstrate that they feel safe and are confident in the setting as they

approach the childminder and her assistant to have their needs met. Their understanding of safety issues is demonstrated through their play. They adopt good personal hygiene routines and are beginning to understand the importance of healthy eating through the nutritious meals and fresh fruit snacks, provided by the childminder, that meet their dietary requirements. They engage in a wide range of physical activities, both indoor and out, increasing their understanding about the importance of regular exercise as part of maintaining a healthy lifestyle.

## 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	2
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
--	---

### 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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----