

## Inspection report for early years provision

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<b>Unique reference number</b>	EY101284
<b>Inspection date</b>	30/05/2012
<b>Inspector</b>	Alison Kaplonek

<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 registered in 2002. She lives with her three children in a house in the Hounslow area of London, close to local schools and shops. All areas of the property are used for childminding although children spend most of their time on the ground floor. Toilet facilities are on the first floor. There is an enclosed garden for outdoor play. The family has a pet rabbit that lives in the garden. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She is registered to provide care for a maximum of five children under eight years of age. Of these, two children may be in the early years age group. There are currently three children on roll who attend part time. One child is in the early years age group. The childminder has a relevant childcare qualification.

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

Overall the quality of the provision is satisfactory.

The childminder provides children with satisfactory care and learning in an inclusive environment. Children make sound progress in their learning overall. However, the childminder has not fully developed her systems for observational assessment and children's awareness of healthy lifestyles is limited. Children's individual needs are well promoted. Effective links with parents help to involve them in their children's care and education and they are kept well informed of their children's progress. The childminder has not fully developed her systems for self-evaluation, although she demonstrates a sound 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:

- develop further use of ongoing observational assessment to inform planning for each child's continuing development through play-based activities
- encourage children to learn the importance of keeping healthy and the factors that contribute to maintaining their health
- develop the system for self-evaluation to further identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

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

The childminder has a clear safeguarding children policy and contact details for the Local Safeguarding Children Board, which she shares with parents. She has a clear

understanding of child protection issues and the action to take in the event of a concern. The childminder has effective procedures in place to help keep children safe. She carries out risk assessments on the premises and equipment to help reduce any hazards. The childminder maintains good records required for the safe and efficient management of her setting such as attendance records and a wide range of permissions which she obtains from parents. She has arrangements in place with other childminder's in the case of an emergency and keeps all parents informed of this.

The childminder's resources help to support children's learning and development. They are available both indoors and outside and enable children to make choices and to initiate their own learning. The childminder promotes an inclusive environment and provides good support for children with English as an additional language. She works closely with parents to learn words in the child's first language and consequently enables children to learn English alongside their own language. She promotes children's individual needs well and provides them with a range of toys and resources that promote their awareness of diversity.

The childminder works well with parents. She shares her policies and procedures and keeps daily diaries in which she records details about the children's routines and the activities they have enjoyed. She works with parents to find out about their children's likes and dislikes and shares some information about children's learning in all areas. She is aware that she needs to liaise with other early years providers if children attend more than one setting. However, this does not apply to any children she currently cares for.

The childminder has not fully developed systems to evaluate her practice. She has made a few improvements since her last inspection and is aware of some of her strengths and areas for development. She demonstrates a sound ability to improve her practice. For example, she has developed her safety awareness and increased resources for children. The childminder has failed to notify Ofsted of a change to the number of children she has. It is a legal requirement to do so. However, she gave a reasonable excuse and Ofsted does not intend to prosecute on this occasion.

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

Children make good progress in learning about keeping themselves safe. For example, they learn about road safety, how to keep safe when using the stairs and when petting the rabbit. They feel secure and are developing a good sense of belonging. Children know what is expected of them and good quality interactions help young children to become secure and confident as they play. They form good relationships with the childminder who provides effective support. Children learn to take on responsibilities such as tidying up or developing their self care skills. As a result, they learn to behave well and are actively involved in everyday routines.

Children make sound progress overall in their learning and development. They take

part in a range of activities, some of which are adult led, such as completing puzzles or sorting and counting the cars. At other times they initiate their own play and follow their own particular interests. They enjoy role-play and especially like it when the childminder joins in, pretending to talk on the telephone or visiting them in the play house. They have easy access to resources and help themselves to musical and electronic toys or small world resources such as cars and lorries. They develop their physical skills as they play outside in the garden or visit the local children's centre to take part in an activity session.

The childminder is beginning to make observations of children's progress and plans activities each day to enable children to make sound progress in all areas of learning. However, observational assessment does not identify the next steps in learning to enable the childminder to consistently plan activities that challenge children. She does however know the children well and extends their interests to stimulate their learning and develop their skills for the future.

Children are beginning to show an understanding of healthy lifestyles. They follow appropriate personal hygiene routines, although sometimes need prompting. They enjoy some opportunities to engage in physical activities outside or when attending groups and their health, physical and dietary needs are adequately met. Children enjoy healthy meals and regular drinks. However, they do not have opportunities to talk about which foods are good for them or how their bodies grow and develop.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
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	3
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	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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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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