

## Inspection report for early years provision

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<b>Unique reference number</b>	EY413325
<b>Inspection date</b>	21/06/2012
<b>Inspector</b>	Jane Nelson

<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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 was registered in 2010. She lives with her husband, and two children, aged ten and six years in a second floor flat in Hounslow, Middlesex, close to shops, parks, schools and public transport links. The living/dining room and a bedroom in the home are used for childminding. Access to the home is via three flights of stairs. There is no access to a garden but suitable alternative arrangements for outdoor play are made, such as, use of communal play areas in the locality and visits to local parks.

The childminder is registered to care for a maximum of three children under eight, all of whom can be in the early years age range, at any one time. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder is currently caring for one child in the early years age range, who attends part time and one school age child. The childminder is willing to collect children from the local school and plans to attend local toddler groups on a regular basis.

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

Overall the quality of the provision is good.

The childminder uses her secure understanding of individual children's learning and development needs to provide a good range of play experiences that children enjoy. This results in children being well supported and making good progress in all areas of their development. The childminder uses self-evaluation effectively, to reflect on what she does well and identify her clear vision for future development. The childminder uses training well to develop and extend her knowledge demonstrating a strong commitment to ongoing improvement. The childminder forms good relationships with parents and shares information well, resulting in parents being involved in most aspects of children's care and learning.

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

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

- develop effective systems to encourage parents involvement in contributing to the observation, assessment and planning.

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

The childminder understands her responsibilities relating to child protection and safeguarding. She is aware of the procedures to follow if concerns arise regarding

children's welfare or an allegation is made relating to her. The childminder has attended recent training to maintain and develop her knowledge in this area. The childminder uses risk assessments effectively to monitor safety issues in the home and on outings and maintains the required records. She supervises children closely and reminds them to take care as they play. Other required records and documentation are well organised and clearly maintained.

The childminder has recently started childminding. She already demonstrates a strong commitment to ongoing improvement and makes good use of resources, by her effective use of training to develop and extend her knowledge. The childminder regularly attends the local Childminder's Forum, meeting with colleagues and keeping herself up to date with changes and developments in childcare. The childminder uses self-evaluation effectively. For example, to reflect on what is working well and to focus the clear vision she has of how her service will grow in the future.

The childminder's family home is welcoming and space is used appropriately for children to play and investigate. The childminder uses her children's bedroom as a play area, and has a good selection of play materials, which are set out invitingly for children to investigate and make choices about what they play with. The childminder combines home based play with use of local resources, such as, the children's centre, meeting at childminding colleague's homes and visits to parks and play areas. She plans these experiences to encourage children's social interaction in a larger group, also encouraging their participation in the local community. Diversity is reflected in resources such as books and dressing up clothes children use daily. They hear the childminder sharing her first language and participate in activities, such as, Hoil hand painting, all of which supports their awareness of each other and the wider world.

Good relationships are built with parents and result in information being shared well. The childminder emails parents daily with details of what their child has eaten, when they have slept and what they have enjoyed doing that day. She regularly emails parents photographs of their children, illustrating what children have been doing. The childminder records and monitors children development through short and descriptive observations, illustrated with photographs and examples of their creative work. These are shared with parents, although not yet fully extended to encourage parent's involvement in contributing to observations, assessment and planning. Parents views are sought through the use of questionnaires which reflect parents are happy with the childminder's care. There are no children currently attending who also attend other settings, but the childminder is aware of the need to work in partnership if this occurs in the future.

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

Children demonstrate they feel very secure, safe and happy with the childminder. They share hugs, smiles, laughter and exchange the greeting of shaking hands with the childminder in a humorous way. Children behave well as they are busy

and interested in their play, and concentrate and persist with activities. They benefit from the close and supportive interaction they share with the childminder, who sits with them on the floor as they play. Children listen to her suggestions, make their own feelings known and show a developing understanding of their own safety as they play and move around with care.

Children are developing a range of skills they will use in the future through their play and investigation. They are pleased to see familiar toys that they enjoy using, which the childminder refers to as 'old friends'. Children spend time sorting through a box of play kitchen utensils, removing and replacing lids from toy pans, finding cups, and feeling the texture of a wooden rolling pin. When the childminder suggests they put the pan on the play cooker children make it clear this is not their intention and continue with their play. Children indicate to the childminder they want an interactive book from the windowsill which she gets for them. Children investigate this turning the pages and listening to the noises it makes. Children's interest in telephones is encouraged by the childminder as they investigate her mobile phone. She provides other toy phones following their interest, which children use, answering the phone, listening for a response, chatting then replacing the handset. Children operate interactive toys with increasing confidence. They recognise their actions generate the sounds, flashing lights and movements the toys make.

The childminder is bilingual and shares the first language of current children who have English as an additional language. This provides reassurance and continuity while encouraging their developing English vocabulary. The childminder talks about what she and the child are doing, asks questions, repeats words and names objects. Children repeat familiar words and use emerging language on the phone and in their play, continually vocalising. They join in with familiar action songs, showing their enjoyment by smiling. Children use small physical movements in the actions and when tickling their own tummies. They show a strong sense of themselves. For example, watching their reflecting in the full length mirrored wardrobe door and smiling, as they play on the floor. Children respond when the childminder asks where their ears, eyes and nose are, gently pointing to the different features on their own faces.

Children are developing an understanding of healthy lifestyles and their own hygiene. For example, they are helped by the childminder to wash their hands before snack and enjoy their healthy snack of carrots and fresh fruit. They have access to daily outdoor play and exercise, and enjoy watching photographs of themselves in the park on the computer as they eat their snack. Children demonstrate their affection and security with the childminder by snuggling into her and falling asleep at the end of a busy morning.

## 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

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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

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