

## Inspection report for early years provision

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| <b>Unique reference number</b> | 154266       |
| <b>Inspection date</b>         | 08/11/2011   |
| <b>Inspector</b>               | Julie Biddle |
| <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 2001. She lives with her husband, one adult child and one school aged child in the London Borough of Harrow. The ground floor of the home is used for minding purposes and a bathroom is available upstairs. There is a fully enclosed garden available for outdoor play.

The childminder is registered to care for a maximum of four children at any one time with no more than three children within the early years age group. There are currently two on roll.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of four children at any one time. There are currently two children in the early years age group on roll.

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

Overall the quality of the provision is good.

Children are very settled and secure and good quality systems are in place to ensure that their individual needs are well met. Children make very good progress in all areas of learning because the childminder has a good understanding of how they learn and develop. Systems for observation and assessment are good and support the children's learning and development. Partnerships with parents are effective and benefit the children because relevant information is shared. Overall the childminder has implemented an effective system to self-evaluate her setting and demonstrates a clear 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 systems for self evaluation.

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

The childminder has a good understanding of her role in protecting children in her care and the procedure to follow if she has any concerns. A safeguarding policy is in place and shared with parents, which helps to support they understand the childminder's role in protecting their children. Documentation and procedures are in place in order to promote the welfare of children, which includes detailed risk assessments for both the home and outings. Children are relaxed in the home and the childminder places high priority on safety. She has, for example, practised

evacuation of her home with the children. Furthermore she has involved parents in this process meaning they can support their children. Visits from the fire brigade have made certain fire protection equipment is suitable for the home. Children are encouraged to further develop an awareness of their own safety, when out and about with the childminder who, through discussion and good practice, makes them aware of road safety. For example children know the green man means they can cross the road. The childminder's vigilance means the children's safety is well promoted at all times.

The childminder has made suitable use of self-evaluation processes to continuously monitor her provision and to plan for improvements. She is committed to improving her professional development and knowledge and expertise by updating her training. Children are confident in the setting as considerable effort is placed on gaining a good understanding of each individual child before they are placed with the childminder. Space and resources are used very effectively to meet children's needs. The home is very well organised to allow children to easily access a good range of resources and toys. This helps children to gain confidence in making choices.

Partnerships with parents are very effective. They receive a range of information from the childminder that includes all policies and procedures. They have daily discussions and view their children's observation and assessment records. As a result, they feel fully included in their child's day. The childminder has very effective systems for settling children in her care. The age of each child is considered and planned for during this period, meaning the needs of each child are fully met as they settle. This close working partnership supports the childminder in knowing as much as she can about the children to aid their first days with her. The childminder has very effective systems in place to liaise with others providing care for the children in the early years age range so that continuous experiences are promoted.

The childminder has a thorough knowledge and understanding of the learning and development requirements of the Early Years Foundations Stage. She provides a continuous commentary as the children play and makes all experiences a learning opportunity. The childminder keeps detailed observations of the children that describe the next steps and challenges for the children. Plans include a balance of adult directed and child-led activities and the childminder responds to the interests of children. The childminder provides an inclusive learning environment where children are treated with respect and kindness. She makes certain the learning environment is available and accessible to all children meaning they all have an equal chance to learn and develop.

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

Children are happy, confident and very secure in an inspiring child-centred environment. Children are encouraged to develop their skills of independence as they make their own decisions. For example as they select the toys and resources

they wish to play with. The childminder knows the children well; she has a clear understanding of children's likes, dislikes and capabilities. Children play a dynamic role in their learning and respond to challenges with excitement and enthusiasm. They discuss with confidence plans for the week ahead deciding what they would like to do. The childminder supports children's early language and communication skills as she asks open-ended questions to encourage them to become independent thinkers. Children are encouraged to recall past events and to remember the vegetables they had planted in the garden. Children are delighted as they dress up and use a toolkit to repair the chair and wall. They are busy as they look through the tools for the right tool for the job. These learning opportunities are used to offer appropriate challenges throughout the day to extend children's knowledge and learning and help them develop excellent skills for the future. For example, young children are encouraged to explore the environment as they push their dolls in the buggy. They attempt, with strong support from the childminder, to respond to words and songs and to make choices about the resources they play with. The interaction with the childminder is extremely warm and caring and children are very well behaved. Story time is delightful, children snuggle with the childminder as they read favourite stories and sing songs. They all laugh as they sing about fish, crocodiles and whales.

Excellent attention is given to developing children's knowledge and understanding of the world. They enjoy many interesting visits in the community to drop-ins and to places of interest to maximise the opportunities of different environments. Children have a wonderful time climbing a hill and looking how small the cars look from their view point. In addition they enjoy opportunities to cook, they describe their trifle as "wobbly" and learn to spread butter on their home made bread.

Children's creative skills are extended and encouraged; they have a super time painting wind chimes, to send to their grandparents. They discuss with the childminder how they can enhance their pictures with painted string. Children use their skills of imagination as they play with a small world people, dolls and buggies. With the support and encouragement of the childminder, they count with confidence and use activities such as cutting their apple, to count how many pieces they have made.

Children show a strong sense of security and an understanding of how to keep themselves and others safe, through practical activities such as a visit to the fire station. The enthusiastic interaction with the children, good levels of organisation and respect for personal routines support the children to feel completely safe and confident in the childminder care. Good hygiene routines are followed and children's good health is promoted as the childminder provides individual towels to dry hands. Children's health is further promoted as children enjoy daily opportunities for fresh air in the garden or outings in the community. Children enjoy nutritious meals, healthy snack and plenty of drinks, meaning children do not become thirsty or hungry as they play. The children are confident and show good levels of self-esteem, they are building strong relationships with other children in the setting and at the groups they visit. The childminder gently reminds the children to share and to show kindness to each other. Children respond eagerly to consistent praise and encouragement and enjoy reassurance from the childminder.

## 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                                                                    | 2 |
| 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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|------------------------------------------------------------------|---|
| 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    | 1 |
| 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       | 1 |

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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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