

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY341540    |
| <b>Inspection date</b>         | 06/10/2010  |
| <b>Inspector</b>               | Ann Moss    |
| <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 2006. She lives with her partner and two children aged nine and six years in Twickenham in the London Borough of Richmond upon Thames. The whole of the house is used for childminding and there is a fully enclosed garden for outside play. The family has a pet cat.

The childminder is registered on the Early Years Register to care for a maximum of four children at any one time. She is currently caring for a total of nine children of which four are in the early years age group, all of whom attend on part-time basis. The childminder is also registered on the compulsory and voluntary parts of the Childcare Register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder offers a fully inclusive environment where children and families are valued as unique individuals and diversity is respected. Children's welfare is well promoted as the childminder works in partnership with parents, sharing information and involving them in their child's continuous learning and development. The childminder has a strong commitment to towards on-going training and recognises the value of continuous quality improvement and how it impacts on children's achievements. She uses self-evaluation effectively to identify areas for development and to recognise the strengths of her provision.

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

To meet the specific requirements of the EYFS, the registered person must:

- keep a record of risk assessment clearly stating the date of review and any action taken following a review or incident (Documentation) 02/11/2010

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

- continue to develop knowledge of observation, assessment and planning systems, in order to identify and plan children's next steps in learning.
- keep children safe by maintaining clearly recorded documentation in particular the daily record of children's attendance.

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

Children are well safeguarded. The childminder clearly understands her role and responsibility to safeguard children. She effectively implements the written policies and procedures, which are reviewed regularly and underpin the service provided, such as, child protection, health and hygiene. The childminder conducts comprehensive risk assessments and reviews them regularly. This protects children from possible hazards both inside and outside the home. For example, the childminder has voluntarily withdrawn the use of the garden whilst building materials are stored. However, she does not record the date of the next review. This is a requirement of the Early Year Foundation Stage framework. The childminder maintains all documentation required for the safe and efficient management of the setting and to meet the needs of the children. However, although the childminder keeps a daily record of the names of children looked after on the premises and their hours of attendance, this is not clearly recorded. This impacts on children's continuing safety and wellbeing.

The homely environment is utilised to its full potential to provide children with choices about where and with what they wish to play, with the family kitchen/dining room and lounge offering different ranges of resources for children to choose from. If a baby needs a nap then a quiet, secure bedroom is found. The use of a baby monitor ensures a sleeping baby can be heard and appropriate action taken, if needed.

Children are cared for in accordance with their parents' wishes and information relating to their individual needs and preferences is collated to promote continuity between home and the minding environment. Parents are provided with information about their child on a daily basis, either within a written diary for babies or through conversation, this further develops good relationships with parents. Children's progress records are shared with parents to ensure they are involved in their child's learning. The childminder is proactive in developing partnerships with other settings children attend.

The childminder shows a strong commitment to continuous improvement and remains up to date with early years practice through the completion of training and by attending workshops. For example, she has completed a recognised qualification in Childcare and Education and is working towards an Early Years Foundation Degree to further enhance children's learning and development. This ensures she maintains a high standard of care and demonstrates her commitment towards consistent improvement.

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

The childminder provides a very relaxed, homely loving environment for babies and young children. As a result, they form attachments and benefit from extremely close relationships with the childminder and thoroughly enjoy the time they spend in her care. Children's learning and development is appropriately planned for as

the childminder routinely observes the children at play and is aware of their individual likes, dislikes and personal preferences. She plans to develop systems to further monitor and assess children's progress to clearly identified and plan for children next steps in learning.

Babies and young children's learning is planned through practical, fun experiences such as physical activities, where babies have space to reach out, roll and push up. Early communication is very well supported. For example, the childminder recognises how young babies communicate in different ways such as gurgling, babbling and squeals when happy and mimics the sounds promoting social interaction. The childminder uses finger play and rhymes to further support young babies enjoyment.

The childminder has a very good range of toys and play materials which encourage children to explore and develop interests and curiosity. This helps children to enjoy their learning and to achieve in all areas of learning. The childminder plans the daily routine extremely well, encouraging young children to be busy, active learners.

Young children's health and well-being is well promoted and steps are taken to protect children against infection and prevent the spread of illness. Good provision is in place for children to play outdoors and enjoy active physical play and games. Young children develop very good social skills as the childminder encourages positive behaviour and promotes strong relationships with one another. For example, young children sit round the table to eat together. The childminder reinforces acceptable behaviour through simple 'house rules' which encourage children to be kind to one another and play cooperatively. This enables all children to be treated fairly and to develop respect for the needs of others.

## 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                                | 2 |

### 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    | 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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report.(Suitability and Safety of Premises and Equipment) 02/11/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report.(Suitability and Safety of Premises and Equipment) 02/11/2010