

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY425670        |
| <b>Inspection date</b>         | 06/03/2012      |
| <b>Inspector</b>               | Lorraine Sparey |
| <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 2011. She lives with her mother in a house in Ashford in Middlesex. The living room on the ground floor of the childminder's home is used for childminding. Toilet facilities are accessible on the ground floor. There is an enclosed garden for outdoor play. The family have three Great Dane dogs which have some contact with the children. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children under eight; of these, three may be in the early years age range at any one time. The childminder works with her mother who is also a registered childminder; when working together, they may care for a maximum of six children under eight, who may all be in the early years age range at any one time. The childminder attends several toddler groups on a regular basis.

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

Overall the quality of the provision is good.

Children are relaxed and clearly progressing in their learning and development. The childminder works closely with her co-childminder and demonstrates a good knowledge and understanding of the Early Years Foundation Stage framework. She has all the required documentation and takes the lead with regard to observations and assessments. The childminder provides a broad range of activities tailored to children's individual needs and interests. Generally, the space and resources are effectively used to meet children's individual needs. The childminder is committed to providing positive outcomes for children and making continuous improvement through attending training.

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

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

- review the organisation of resources and activities that provide positive images of diversity, to increase children's understanding of respecting and valuing others
- review the use of the garden to allow more spontaneous outdoor play and enable learning opportunities to develop which support children's interest and curiosity.

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

The childminder demonstrates good knowledge and understanding of safeguarding children. The environment is welcoming, safe and secure, because the childminder takes the lead in completing detailed risk assessments and daily safety checks. The childminder works closely with her co-childminder, enabling them to supervise the children particularly well. She has a detailed portfolio which is shared with parents and provides information on both of their criminal records bureau checks.

The childminder implements effective systems to monitor and evaluate the provision. For example, she discusses the activities and play opportunities with her co-childminder and the parents. This enables them to assess how successful these are in meeting children's needs. The childminder regularly attends childminding groups and has the opportunity to discuss relevant childcare issues with more experienced childminders.

The childminder and her co-childminder have a wide range of resources that are generally accessible to the children to promote choices in their play. The childminder rotates the toys and equipment to maintain children's interest. There is a good range of resources to promote many aspects of our diverse society. However, they are not always as accessible as other toys to encourage children's understanding of respecting and valuing others. The space is generally used well to create different play and learning opportunities. However, the garden is not always used to maximise outdoor learning opportunities.

The childminder develops positive relationships with the parents and they share information through the daily diaries. She takes the lead from her co-childminder in writing these, using both their knowledge of the children's progress and time in their setting. Parents report that they value the close working relationship with the childminders in promoting their children's learning. They report that they are fully involved in their child's learning and feel the levels of communication are good. The childminder does not currently have any children that require her to liaise with other early years professionals or settings. She has developed systems to do so, should the need arise.

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

Children are happy and settled in the welcoming and child-friendly environment. As a result, they are confident enough to seek help and support as they need it. A child asks the childminder to help them finish their necklace, once they are satisfied they have sufficient beads. Children benefit from regular outings to the local children's centre, soft play area and other groups in the area. They show a great sense of achievement when they complete a "Rhyme Time" challenge at the children's centre. A child proudly tells the visiting adult different rhymes they have learnt. They spontaneously sing to them, demonstrating their newly learnt skills.

Children are encouraged to count, use technology and develop their skills for the future. Babies are encouraged to roll and learn to crawl because the childminder sits on the floor with them, putting toys slightly out of their reach. At other times, they enjoy cuddles and join in with singing, sitting on the childminder's lap, where she supports them with the actions. Children have good opportunities to develop their imagination through role play. They enthusiastically try on different outfits and are keen to show the adults.

The childminder demonstrates good knowledge of the Early Years Foundation Stage framework and takes the lead with regard to completing the children's learning journeys. Both the childminder and her co-childminder complete observations, and the childminder talks with parents about their children's progress at home. All information is used to plan the next steps in children's development. As a result, given their starting points, children are making good progress in their learning and development.

Children benefit from healthy and nutritious snacks and meals that are generally prepared by the co-childminder. Children know they need to wash their hands before meals and talk about how they need to wash away the germs. They benefit from regular walks to the local park and library. Children have opportunities to learn about safety, because the childminder gives clear explanations about how to stay safe. For example, she suggests putting some of the toys away to keep the floor space safe. Children's behaviour is good, given their age and stage of development. They are encouraged to be polite and say please and thank you at appropriate times. Children receive good levels of praise and encouragement to promote their understanding of the difference between right and wrong.

## 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                                                                    | 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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|------------------------------------------------------------------|---|
| 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**

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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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