

## Inspection report for early years provision

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<b>Unique reference number</b>	EY310907
<b>Inspection date</b>	18/01/2010
<b>Inspector</b>	Arda Halls

<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 2005. She lives with her husband and two children aged five years and 18 months in Ravenscourt Park in the London Borough of Hammersmith and Fulham. The whole of the ground floor flat which is accessible without stairs is used for childminding. There is a fully enclosed garden for outside play and children are regularly taken to the local park.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of four children at any one time and is currently minding one child aged under five years on a full time basis. The childminder walks to local schools to take and collect children. The childminder attends the local drop-in groups and is a member of a local childminder support group. The family has no pets. The childminder is a member of the National Childminding Association.

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

Overall the quality of the provision is good.

The childminder is caring and attentive providing a welcoming environment in which children's individual needs are well met. Children are making good progress in their learning and development. The health and welfare of children is successfully managed. Effective partnerships have been established with families of the children. The childminder demonstrates her ability to maintain continuous improvements to enhance opportunities for children in her care.

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

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

- introduce a more effective procedure for preventing cross infection with regard to nappy changing
- continue to use an effective system for the assessing and evaluating of children's progress in order to inform the next stage of their learning
- develop systems for self-evaluation to identify targets for further improvement

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

The childminder is well organised and children are cared for in an environment that is safe and secure with good quality policies and procedures in place that are unique to the setting. Policies are supplied to the parents to ensure they are aware of all aspects of the care their children receive. Children's individual care needs are identified from the start of the care which means their daily routines are taken into account in the planning of the day. Parents are happy with the care their children

receive and are pleased with their children's progress. The childminder conducts regular risk assessments to ensure that premises and outings are safe for children. Toys and equipment are safe and suitable with appropriate strategies in place such as covering electric sockets and ensuring children are safely harnessed into pushchairs before going out. Children are effectively safeguarded from the risk of abuse or neglect as the childminder has a competent knowledge of safe-guarding procedures and understands her responsibility to refer any concerns she may have about children's welfare to the appropriate agencies. She has a good quality safe-guarding children policy which outlines her responsibilities and this is shared with parents.

The childminder deploys her resources effectively. There is ample space which the childminder uses well to provide appropriate play space and a separate room for sleeping to ensure children are able to rest according to their personal routines. Children access a broad range of resources made easily available to young children at floor level. Children are encouraged to make choices of what they most want to do which means children are provided with child centred play.

The childminder communicates with parents on a daily basis to ensure they have precise information about their children's day. The childminder has started to reflect on how well her childminding service operates. She demonstrates how she meets the needs of children. However, the process of self-evaluation is not yet developed and areas for improvement are not identified effectively. The process of assessing and evaluating children's progress in order to inform the next stage of their learning is not currently implemented.

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

Children's welfare, learning and development is consistently promoted. Children enjoy exploring a wide range of activities. It is clear they are happy and are successfully settling into the setting. They are constantly encouraged, praised and given opportunities to be active, inquisitive learners. This promotes their independence which means they want to learn more.

Children are actively engaged in activities, such as making puzzles. They examine the pieces and sometimes taste them. They are encouraged not to put toys in their mouth and are then distracted to another activity. They enjoy playing 'peek-a-boo' and hiding their eyes. They listen intently as they are asked 'where are you'? This reinforces their individuality and helps them develop socially, as there is constant reference to their families and where they are. Children freely choose books that they like and listen to the words that are used to describe the pictures. They enjoy listening to the new words. The childminder strives to provide as much as she can to promote other cultures through simple books celebrating a variety of festivals.

Children are developing basic skills to prepare them for future learning. They listen to counting as songs are sung about animals and simple numbers one to five. They talk about colours as they examine cars in the garage. They learn about order and working from the top of the garage to the bottom as they push their cars to the

top of the ramp and watch them cascade down. Children examine a wide range of materials in the toy boxes. This play helps them learn about the world, and presents opportunities in which all areas of learning are incorporated. The childminder has a good awareness of how to utilise this type of activity, extends and adapts it according to the children's interests and stage of development.

Outings in the community are an every day occurrence which promotes the children's awareness of where they live. Children learn about their personal safety, as good practice is constantly promoted. Children are kept safe by being safely harnessed into a double push chair and kept warm and dry with waterproof covers as it is snowing outside. Children are constantly supervised indoors and out and they enjoy visits to local drop-in groups where they can socialise with others. They have vast opportunities to engage in a variety of activities in the neighbourhood which means their learning never stops. They are actively engaged and enjoying their learning journey.

Regular risk assessments are done both indoors and out, which contributes to children being safely cared for. Although the children are very young, the childminder talks to them about how to keep safe. They listen to everything that is said and appear very comfortable in the care of the childminder which demonstrates how safe they feel in her care.

Children's personal development, care and understanding of a healthy lifestyle is consistently promoted. Children benefit from a wide range of healthy snacks and meals throughout the day. The childminder is quick to recognise if children need a drink and they are constantly offered water which ensures they do not get dehydrated. Children listen when the childminder explains to them how they will go out in the afternoon for fresh air and exercise when they collect other members of the family from school. They are learning what this means and they enjoy the learning process as they kick their feet excitedly when they are told they are going out. This balance of indoor and outdoor play contributes to their welfare and is a contributing factor in protecting them from sickness and infection. The children are learning good practice for life as the messages they receive teach them good life skills. However, during the nappy changing routine, gloves are not used by the childminder and the changing mat is not cleaned between changes. This compromises children's health and welfare.

Children behave well as they are kept fully occupied. At a young age they learn to share resources willingly. The childminder is calm and clear when she explains quietly how they are expected to behave. She fully deploys distraction for young children in which activities are constantly changed and children are fully engaged in the next steps of their learning.

## 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>How effectively is the Early Years Foundation Stage led and managed?</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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### 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