

## Inspection report for early years provision

---

<b>Unique reference number</b>	116046
<b>Inspection date</b>	24/02/2010
<b>Inspector</b>	Martha Naa Ahimah Darkwah

<b>Type of setting</b>	Childminder
------------------------	-------------

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## 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 1990. She lives with her two children aged 11 and 19 years old in a maisonette in Chiswick in the London Borough of Hounslow. The minded children have access to the lounge, one bedroom, kitchen and toilet facilities. Children are taken out daily to toddler groups, childminder drop in sessions, and the local one o'clock club.

The family have one cat.

The childminder is registered to care for a maximum of three children under eight years at any one time. She is registered on the Early Years Register and both parts of the Childcare Register. There is currently one child on roll in the early years age group who attends on part time basis. She supports children who have English as an additional language.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are making satisfactory progress in all areas of their learning and development, as the childminder has a sound knowledge and understanding of the Early Years Foundation Stage (EYFS). They are welcomed into a warm, homely environment which is safe in most respects. The childminder gives careful consideration to the individual needs of the children and she ensures that they are well cared for. The childminder is keen to maintain the ongoing improvement of her childminding service through training and through accepting advice and support from early years development workers.

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

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

- undertake an appropriate first aid training course and maintain a current paediatric first aid certificate (Suitable people) (also applies to the both parts of the Childcare Register) 24/05/2010
- carry out a risk assessments for each and every outing (Safeguarding and promoting children's welfare) 23/04/2010
- obtain written parental permission to seek any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare) 23/04/2010

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

- continue to develop observation skills and the procedures for analysing the information to identify children's next steps to support planning future activities
- record any problems encountered in the fire evacuation drills and how they were resolved.

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

The childminder has attended some worthwhile training courses including safeguarding children course, and knowledge and understanding of working with children in the Early Years Foundation Stage. However, she does not currently hold a valid first aid certificate, which is a breach of requirements.

The childminder has a good understanding of child protection issues and has completed training in this area to update her knowledge. She has appropriate knowledge of what signs or symptoms to note that can suggest ill-treatment. She is fully aware of the need to report any concerns that she may have and she shares information about her responsibilities with parents and carers. All adults in the household have been vetted.

She assesses her provision and is keen to take advantage of further training to assist her in developing and improving her work with children. The childminder has conducted a risk assessment of her home and she makes sure that the home is secure and no sharp items or cleaning materials are accessible to children. However, no risk assessment has been made for outings, which is a breach of requirements. A fire drill has been carried out to help children learn how to keep themselves safe in the event of an emergency, however it is not recorded in sufficient detail to help inform future drills to fully safeguard children.

Parents are verbally updated at the end of each day about their children's care and the activities they have been involved in, although the procedures to share developmental progress are in the process of being developed. The childminder works in partnership with parents although the procedures in place for encouraging them to be involved in their child's learning and development are not fully developed. The childminder has good communication links with other providers involved in children's education which has been developed over a number of years. Parents write letters of thanks to the childminder expressing their satisfaction with the care their children receive.

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

The childminder helps children to make satisfactory progress in their learning through providing them with support, suitable activities and an appropriate range of toys and resources. She has begun to develop children's learning journals. However, within the current observation and assessment records, which she has gained through taking part in their play and activities and observation, there are

no indications of the next steps of children's learning. This means that the information is not fully analysed and utilised to influence the planning of future activities in order to meet the developmental needs of individual children.

Children are happy and confident with the childminder because she is kind and caring towards them. She plays with them and gives them her full attention when they are in her care. The childminder shares books with the children and talks with them about the pictures in the playroom book. In this way she is extending their vocabulary appropriately. Children's future economic well-being is fostered through these activities, which promote their interest in books and numbers, and their activities also include play with battery operated and programmable toys. Additionally in their imaginative play, they use phones and press buttons on electronic toys and then move to the music.

The promotion of an all-inclusive environment ensures children are involved with activities and play opportunities. Children have the opportunity to explore different media as they mark make and paint, which encourages creativity. Children are supported in their letter recognition, they use electronic equipment where they identify letters of the alphabet, and the childminder sits alongside gently guiding the child what to look for next. Children are well settled; they are happy and engage with the childminder as she sits and plays with the children. Children are learning to share and take turns; they have good relationships with the childminder and play well together.

The childminder demonstrates sound understanding of appropriate activities to help children attain future goals. She recognises the need to plan activities around individual children's capabilities and interests so that the learning and development needs of all children are catered for. She understands that children learn through play and the need to promote the six areas of learning and early learning goals, through a balance of adult-led and child-initiated activities. This includes a balance of indoor and outdoor learning. She recognises the value in continuing to plan and provide experiences which are appropriate for each child's stage of development as they progress towards the early learning goals. With this in mind, she regularly takes children on trips to explore the world around them through outings to local parks and other places of interest, such as the Natural History Museum and Diana Memorial Park. Children learn about road safety on their walks and outings.

The childminder plans a varied menu for the children, which is both healthy and nutritious and takes into account children's dietary needs. Drinks are provided throughout the day to enable re-hydration. They enjoy fresh fruit snacks and a suitable range of meals which meet their dietary requirements. Children clean their hands before eating and cross-infection is avoided because children do not attend if they are unwell. Parents are made aware through the sick child policy that children must not return until they are clear of infection after any bouts of illness. Children engage in energetic play indoors with wheeled toys.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
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	3
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

The quality of the provision in the Early Years Foundation Stage	3
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## 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 (Welfare of the children being cared for) 23/04/2010
- take action as specified in the early years section of the report (Welfare of the children being cared for) 23/04/2010

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:

- undertake an appropriate first aid training course and maintain a current paediatric first aid certificate (Suitable people) (also applies to the both parts of the Childcare Register) 23/04/2010
- obtain written parental permission to seek any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare) 23/04/2010
- carry out a risk assessments for each and every outing (Safeguarding and promoting children's welfare) 23/04/2010