

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY348494
<b>Inspection date</b>	20/06/2011
<b>Inspector</b>	Christine Bonnett
<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 2011

## 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 2007. She lives with her husband and three children aged seven, five and one year in Chiswick, in the London Borough of Ealing. The ground floor of the house is mainly used for childminding and there is an enclosed garden for outside play.

The childminder is registered to care for a maximum of four children under eight years at any one time, of these, no more than two may be in the early years age group. She is currently minding two children in this age group. She is registered on the Early Years Register, and on both the compulsory and voluntary parts of the Childcare Register. The childminder speaks fluent French. She regularly works with other childminders who also speak French fluently.

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

Overall the quality of the provision is outstanding.

The supportive and skilled childminder understands how children learn and recognises each one as a unique individual; consequently, children make excellent progress in their learning and development. The play materials and activities provide fun and stimulation for the children indoors and, generally, outdoors. The childminder's extremely strong relationship with parents also contributes to the high quality of the service she provides. She is totally committed to the continuous development of her practice for the benefit of the children and has highly effective systems in place to reflect upon her work.

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

To further improve the high quality early years provision the registered person should consider:

- Develop the outdoor area to provide a richer learning environment in which children can explore and use their senses.

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

Safeguarding children is given high priority. Children are kept safe from harm, as the childminder has an in-depth awareness of the signs and symptoms of child abuse. She has all relevant procedures in place to follow to report concerns efficiently, and liaises with child protection agencies appropriately to ensure the welfare of children in her care is promoted. The childminder has recently attended a refresher course on safeguarding children to ensure her knowledge is up to date. The childminder undertakes regular and comprehensive risk assessments of her

premises to ensure that children can play safely. Detailed risk assessments of outings are also conducted. All the documents, policies and procedures required for the safe and efficient management of the setting and to ensure the children's needs are met, are maintained. The childminder encourages children to learn how to keep themselves safe as they participate in routine fire drill and learn how and where to cross roads safely.

The childminder routinely works with either one or two other registered childminders. They are all highly organised, which ensures their practice is effective and high standards are maintained. They all share a common goal of ensuring that children are happy and are developing well in their provision. The childminder uses her time and resources highly effectively to provide children with an extremely good balance of fun adult led and free play experiences for them to enjoy. The designated play room is fully equipped for children and provides an exciting environment that is conducive to learning. Each day the childminder sets out a variety of play equipment based upon the current theme, however children are also able to independently access other items of their choice from the extensive range stored in drawers or on open fronted shelves. The wide range of resources is appealing for children to use, and are clean and in good condition to support the sustainability of the provision.

Children benefit significantly from the excellent working relationship between the childminder and the parents. The childminder ensures that she keeps parents well informed about all aspects of their child's well-being through verbal discussions and written daily reports. Phone calls and emails are also used for effective communication with parents throughout the day. Parents are provided with excellent quality information about the childminder's provision; for example she has developed a comprehensive range of written policies and procedures to underpin her practice. Parents are informed about their child's progress towards the early learning goals through reports compiled from information gained from observations and assessments. They are also given information about the planned learning objectives for the next six weeks, along with suggested activities that they can undertake at home with their child to support their learning. In addition, parents are further involved with the provision by being able to express their views about how it is run. Parent questionnaires are used for feedback, and all comments and suggestions are welcomed and acted upon appropriately, such as wishing to be more involved with children's learning. As a result of this request, a wealth of useful information is now displayed about the Early Years Foundation Stage on the parent's notice board. Children are also able to draw on the questionnaire form to express their feelings about the provision. The questionnaires contain very positive comments relating to the variety of activities provided; citing cooking and music as being particularly enjoyed. One parent commented 'I couldn't have found a better and more loving environment for my child'.

The childminder and her co-minders are also highly committed to working closely in partnership with other agencies involved with the care and education of the children. Children requiring additional support are helped to progress in order to ensure the best possible outcome is achieved before they start school. Links with the local school is well established to ensure that all relevant information about the children's development in each of the learning areas is shared. This effective

channel of communication successfully promotes children's learning to ensure that there is consistency and coherence.

The childminder and her co-minders all speak English and French fluently. Although the Early Years Foundation Stage is delivered in English, many parents opt to use the provision to support their home language of French, or enable their children to learn French before starting school. Children also have the opportunity to enjoy the customs and traditions associated with France and other countries and religions. This is exemplified by the acknowledgement of Diwali; children also make lanterns for Chinese New Year. In addition, children have routine access to equipment that reflects diversity, such as books, Asian fabrics and African musical instruments.

The childminder is enthusiastic and strongly committed to the continuous development of her existing excellent practice, as she recognises that this has a very positive impact upon outcomes for children. She rigorously self-evaluates her work and accurately identifies areas of strength and makes plans for future development. Since the last inspection, she has obtained additional resources and equipment to further enhance the children's play experiences, including wooden home corner furniture. The childminder has also obtained two triple buggies and now no longer has to use the car to transport children in safety and comfort for local outings. Children benefit from the open air and also have the opportunity to learn about and observe the local community as they go along. In addition, the childminder has recently introduced individual learning plans for each child. This helps her tailor activities to the learning targets for each child in consultation with the parents. The childminder's plans for the future include developing a sensory area in the back garden where children can touch and smell the plants in order to broaden their knowledge and understanding of the world around them.

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

The childminder is highly skilled in creating a stimulating environment and offering appropriate levels of support to each child. This allows children to be confident and competent learners who flourish in her care as they thoroughly enjoy their play. They benefit from her energetic, welcoming and friendly approach. Children focus well on their chosen activities, they are encouraged to be creative and think critically about what they do. The childminder's thorough understanding of child development and the learning requirements of the Early Years Foundation Stage enables her to make insightful observations of children's progress and link these to the different areas of learning. She uses her assessment of the observations to plan two unique and strategic targets for the child to achieve during the next term and enables parents to decide upon a third. Activities are devised and adapted to enable each child to gain maximum benefit, thereby enabling them to make excellent progress towards the early learning goals. The childminder considers it vital to foster children's ability to communicate effectively before they start school; consequently she provides many opportunities to promote language and literacy. Children have access to books and enjoy story time each day. They develop mark

making skills as they draw and paint. Children have great fun as they make kites; learning to recognise and talk about shapes and colours as they apply the glue. Counting is incorporated into the daily routine, for example, by counting the number of glue pots needed for the kite making. Children further develop the skills they need to achieve economic well-being in the future, as they have access to a range of programmable toys and child-type computers to enable them to learn how to operate information and communication technology.

The childminder affords children excellent opportunities to develop a positive attitude towards adopting healthy lifestyles. Six weeks a year is devoted to the topic of 'Being Healthy'. Issues covered include healthy eating, hygiene and physical activity. Children know that they wash their hands before eating and at other relevant times of the day. Posters in the bathroom provide a visual reminder of how hands need to be washed to make sure they are clean. Children learn about food hygiene through weekly cooking sessions. A variety of home made and mostly organic meals are provided that take account of children's individual dietary needs. The menu includes dishes made with fish, chicken and pasta. Fresh vegetables and fruit also feature highly. Children help to harvest the fruit and vegetables grown in the back garden; they consequently develop an understanding of what is needed to help them grow. They take great delight in eating freshly picked strawberries with cheese at snack time. As well as having plenty of space to run around and ride on toys in the back garden, children regularly go on trips. They have fun visiting Gunnersbury Nature Triangle, where they walk through the woods for exercise and learn about nature as they peer into the pond. The childminder also takes children to the local Children's Centre for football sessions. This activity has many benefits for the children. As well as the good physical exercise it offers, children also improve their listening skills as they follow instructions, learn colour recognition as they find out which team they are part of and count the players and goals. They also develop bodily control which helps to increase confidence and self-esteem.

Children's behaviour is exemplary because they are fully engaged throughout the day in purposeful activities. They display a strong sense of security and belonging because they know the rules of the provision and what is expected of them, such as sharing toys, taking turns and including everyone. Children show kindness towards each other, such as greeting their friend after a nap and offering them toys. Consequently, they are developing good negotiation and cooperation skills. Parents are requested to supply a small album containing photographs of things that are important to them at home. The childminder talks about them with the children. This also helps children develop a sense of belonging and feeling valued. The childminder and her co-minders value and respect each child, they know their needs well and treat them all with warmth and kindness, acknowledging and rejoicing in their achievements.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
--	---

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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:

Met

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

Met