

## Inspection report for early years provision

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<b>Unique reference number</b>	128291
<b>Inspection date</b>	12/08/2009
<b>Inspector</b>	Sandra Daniels

<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.

## **Description of the childminding**

The childminder was registered in 2000. She lives with her husband, her adult daughter and her 12-year-old son in a second floor flat, which is situated in Buckhurst Hill in the London borough of Redbridge. The whole of the premises is used for childminding and there is access to a communal garden. Access to the premises is via two flights of stairs.

The childminder is registered to care for a maximum of four children under eight years. She is currently providing care for one child aged two years, on the Early Years Register.

The childminder is also registered on the compulsory and voluntary parts of the Childcare Register. She is a member of the National Childminding Association.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory. The childminder provides a sound range of activities to help children make satisfactory progress in their learning and development, although assessment procedures are not yet fully effective in ensuring that children's learning potential is fulfilled. All of the required documentation to promote children's welfare is in place. The childminder has sound relationships with parents and carers which ensures children are settled and content in her care and that she is continually aware of their individual needs. The childminder currently has informal systems of self-evaluation and is aware of some areas that she wishes to develop. She has positively addressed previous recommendations set at the last inspection.

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

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

- develop further the systems for self-evaluation in order to maintain continuous improvement
- analyse observations to help to identify and plan for children's next steps.

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

The childminder is beginning to evaluate the care and education she provides, although more structure is required for this process to be fully effective. She identifies her strengths as building caring relationships with children, meeting their needs and supporting them to learn and develop. The actions raised at the previous inspection have been adequately addressed. This has resulted in additional resources, effective use of documentation and a development of the childminder's knowledge and understanding of the Early Years Foundation Stage (EYFS). The childminder has attended recent training courses and is now keen to

attend more in order to maintain continuous improvement.

The childminder has built suitable relationships with parents. She speaks to them on a daily basis and they share valuable information. This ensures they are informed of the activities their children have participated in. Consequently, they are able to further their children's learning at home through highlighted activities. There are currently no children attending who receive education and care in more than one setting. However, the childminder shows a suitable understanding of the benefits of sharing relevant information with other practitioners to ensure continuity and coherence.

The childminder has attended safeguarding training and has an appropriate understanding of associated issues. Consequently, children are sufficiently protected. She carries out visual risk assessments on a daily basis to reduce the chance of accidents occurring. These are recorded in line with current requirements.

## **The quality and standards of the early years provision**

The childminder has attended training and is growing in confidence in using the EYFS to promote children's learning outcomes. She has a suitable knowledge and understanding of the children's individual development and demonstrates awareness of how the activities, toys and outings she provides support this. Some observations are made, some illustrated with photographs, and linked to the six areas of learning and the early learning goals. Planning is also in place and is based on some of the children's interests. However, observations are not consistently analysed in order that they can be used to identify children's next steps in learning and to provide evidence of the progress made by each child.

Children and the childminder enjoy warm positive relationships with each other. Children are happy and very settled in the childminder's care. Children confidently approach the childminder to share their ideas or to request activities. The childminder listens and responds carefully to children. This shows the children that she values their ideas and requests. Children develop their confidence as the childminder provides lots of encouragement and praise. This builds self-esteem and reinforces their good behaviour. Outings to local parks provide opportunities for children to benefit from fresh air and exercise. Children play happily with the childminder, fitting the pieces of jigsaw puzzles together and sorting cars into colour groups.

Children benefit from a well-organised area in which to play and where they can make their own choices and decisions from the resources on offer. Art and craft activities allow children to explore and investigate different materials. They develop their small physical skills and hand-eye coordination as they use small tools such as brushes and sponges to create paintings.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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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