

## Inspection report for early years provision

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<b>Unique reference number</b>	EY317122
<b>Inspection date</b>	16/07/2009
<b>Inspector</b>	Tom Radcliffe
<b>Type of setting</b>	Childminder

## 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 2006. She lives with her husband, three adult children and a further child aged 12 years in the residential area of Beckton in the London borough of Newham. The whole of the ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of four children under eight at any one time, with not more than three in the early years age group. There are currently four children on roll, all of whom are in the early years age group. The childminder works with another childminder on the same premises.

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

Overall the quality of the provision is satisfactory. The childminder has gained sufficient experience and knowledge to be able to understand and meet the range of individual children's learning and development needs. Children enjoy their time in the setting as they play and learn in a safe and well resourced environment which includes access to activities outside the home. The childminder has a good working partnership with all interested parties which means that children make satisfactory progress given their age, ability and starting points. The childminder makes effective use of self-evaluation to improve the service that she provides.

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

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

- continue to develop educational programmes to ensure that children make expected progress towards early learning goals.

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

The childminder has recently updated all required policies and procedures which results in the setting being managed effectively, safely and in the interests of all children. Children are very well safeguarded within the childminder's home as all adults are vetted for suitability, supervision is attentive and children have no contact with unvetted persons. The childminder's home provides children with space in which they can explore and select activities for themselves with or without adult support. The childminder's knowledge of effective practice regarding risk assessments ensures that children do not face unnecessary hazards as they play and learn. As a result, children use equipment and enjoy trips within the locality which are both suitable and safe. Children's good health and well-being are given sufficient attention by the childminder, for example, her day to day routines are hygienic and children are cared for appropriately if they fall ill or have minor accidents. In addition, the childminder supports the children's understanding of

their own health, safety and hygiene through age appropriate experiences and conversations about what they eat, exercise and playing outside.

The childminder has an effective self-evaluation process in place and has used this to improve the quality of her provision since the last inspection. She is becoming increasingly confident in observing children as they play in order to understand how to effectively meet their care and welfare needs. In addition she has an understanding of children's starting points which allows her to plan for their progress and collate written development records to share with parents. The childminder undertakes regular training to ensure that her skills are updated. She has a satisfactory knowledge of the Early Years Foundation Stage (EYFS) and how young children learn, which ensures that progress is made by all children. The childminder promotes inclusive practice at all times as she supports children's individuality and shapes her practice to meet their needs.

Partnerships with parents and carers are good. The childminder ensures that all parents have access to important information regarding her service and the progress of their children. There are regular contacts with parents and the childminder gives them opportunities to provide regular written feedback which she carefully responds to. In addition, the childminder has forged a working relationship with external agencies in order to effectively meet the needs of some minded children.

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

Children make progress as they spend time in the setting. Their independence is promoted as they are able to move freely and decide what they want to play with. The storage of resources and the arrangement of furniture and space support this approach as does the guidance that the childminder offers to children which depends on their need and preferences. Children are able to play with puzzles, listen to music, use keyboards and access a range of role play equipment. The childminder uses careful observations on children to gain an understanding of progress. This also enables her to provide purposeful and suitable play opportunities which the children enjoy very much. The childminder uses flexible planning which takes account of children's interests, care routines and regular outings and visits. The childminder is becoming more competent in understanding that children's needs reflect their age and development as she provides children with a range of suitable activities and play opportunities. Children are able to access books, use mark making equipment and gain an understanding of letters and sounds. Their language development is promoted through conversations, questions and by them talking about what they want to do and how they feel. Their understanding of number and mathematical ideas is broadened through the use of games, puzzles and everyday practical activities. Children are confident speakers and freely ask questions or count out loud and take part in singing. The childminder manages the behaviour of children effectively and positively as she praises them, sets consistent rules and ensures that children are engaged in activities that suit their needs. The atmosphere in the childminder's home is positive with much activity and conversation. Children are settled and comfortable. The activities that children undertake are enhanced by their experiences away

from the home as they use local parks and drop-in groups with a greater range of messy play equipment. The childminder takes care to include all play experiences as she collates portfolios of children's progress which contain informative photographs and significant steps in children's learning. The childminder is effectively building on her understanding of the EYFS through training and sharing expertise in her childminder's network. Though children enjoy what they do and achieve positive outcomes, educational programmes are not sufficiently developed to support children's expected progress towards all early learning goals. However, the childminder has made progress in how she observes and assesses children's achievement, with some good examples of ongoing development records.

The welfare of children is promoted by the childminder who implements effective practice consistently. Children are happy, safe and safeguarded with appropriate levels of support and access to suitable activities. Children achieve much while with the childminder and have a growing understanding of themselves and of their own health and safety.

## 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?	2
How well are children safeguarded?	2

### 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?	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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