

## Inspection report for early years provision

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<b>Unique reference number</b>	EY382499
<b>Inspection date</b>	24/09/2009
<b>Inspector</b>	Jill Nugent
<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 registered in 2008. She is a member of the National Childminding Association. She lives with her partner and two-year-old child in a first-floor flat in Walthamstow. Access to the flat is via two flights of internal stairs. Children have use of an on-site playground for outdoor play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children under eight, of whom two may be in the early years age group, at any one time. Currently she is minding one child in the early years age group.

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

Overall the quality of the provision is good.

The childminder makes good use of her previous experience in childcare to offer a welcoming play environment. She prioritises children's well-being ensuring that they keep safe and healthy in her care. A combination of free-play and adult-led activities helps children to progress well in their learning. The childminder works effectively in partnership with parents and other professionals to meet children's individual needs. By constantly evaluating her provision she highlights areas for further improvement. She shows ambition in her commitment to high quality practice.

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

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

- develop the use of self-evaluation to enable reflection on all aspects of the childcare practice and guide continual improvement
- develop further the system of observational assessment in order to plan effectively around children's individual learning needs.

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

The childminder's documentation is particularly clear and well-organised, providing a very good framework for her childcare practice. Her strict procedures and efficient record keeping contribute to the safeguarding of all children in her care. She carries out regular risk assessments of the premises to ensure that all potential hazards are minimised. She has collected much supporting information about child protection and knows how to seek advice if she has any concerns. At present she is updating her training on Safeguarding and also attending training in Food Hygiene, so that she can continue to promote children's health and safety effectively.

The childminder makes good use of the available space in her flat to offer children freedom to move around and choose activities. There is a wide selection of attractive toys and books set out at low level so that they are easily accessible. When planning adult-led activities the childminder carefully selects any additional resources to ensure that they are suitable for children of differing ages and levels of mobility. She is especially aware of the need to be inclusive and adapts her activities, play sessions and mealtimes so that all children are catered for according to their individual needs. Children increase their awareness of diversity as they use resources that reflect a wider society, for example, a variety of dolls from different cultural backgrounds.

There is a good working partnership with parents and carers. The childminder liaises closely with parents regarding children's routines, thereby helping children to feel happy and secure. Parents view information about her practice in a neat portfolio file and also on a strategically placed notice board. In addition the childminder exchanges information daily in conversation. She encourages parents' involvement in their children's learning by sharing regular reviews of children's progress. The childminder takes on board parents' requests and also makes her own suggestions, for example, encouraging children to try different foods. She is aware of children's favourite activities and responds to their particular interests.

The childminder continually reflects on her practice, noting what works well and any changes she needs to make in the future. For instance, after organising a session of water play she notes children's interest and also extra resources to enhance their enjoyment next time. She has a good knowledge and understanding of childcare practice, having an NNEB qualification and experience in nursery provision. Consequently she is aware of the stages of children's development and how to extend their learning in play situations. She is committed to the further development of her practice through attending further training and establishing her systems and procedures, although she is not yet maximising the use of self-evaluation to reflect fully on all aspects of her practice.

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

Children enjoy a range of learning experiences and receive good support from the childminder, as she joins them in their exploration. They show much interest in the resources and learn to use their senses as they investigate objects and materials, such as water, sponges and balloons. The childminder interacts with children, talking about the different experiences to help children develop communication skills. Older children are challenged to think through questions linked to the experience, for example, developing their doctor role play through discussion about ways to make people better. She helps to focus their learning by explaining the aim of organised activities but also allowing children to explore independently thereby encouraging active learning. Children are always closely supervised and learn to negotiate to solve disputes. The childminder is firm in her approach and uses distraction to good effect to help maintain a calm play environment. Children's self-esteem is boosted as she praises their positive attitudes.

The childminder has introduced a system of observational assessment to inform her future planning and meet children's individual learning needs. She records observations of children's development, linking these to the stages of development within the Early Years Foundation Stage to ascertain children's next steps of learning. She is experimenting with different ways of creating learning journeys for each child. So that she can work more closely around specific steps of learning and demonstrate children's progress towards the early learning goals. She supports children in their acquisition of skills for the future by providing opportunities to extend their learning in the areas of literacy and numeracy. Children learn to apply their skills in practical situations, for example, on shopping trips. They find out about the natural environment on visits to the nearby forest and farms. Weekly visits to a variety of play centres provide opportunities for children of all ages to acquire and develop new skills.

Children are cared for in a safe and healthy environment. They have an increasing awareness of personal hygiene and safety. The childminder offers a variety of healthy snacks and nutritious meals so that children develop an awareness of healthy lifestyles. Children benefit from daily opportunities for outdoor play, enjoying the challenge of adventure playground equipment and walks in the local area. Children feel safe because the childminder is always on hand for a cuddle or chat and constantly reassures them through her attentive manner. They are aware of their boundaries within the setting and learn to behave responsibly. On outings they learn how to keep themselves safe, for example, as they cross roads. The childminder ensures that she has good access to first aid equipment so that any accidents can be dealt with immediately. Children are very happy in her care and quickly develop close relationships with others, learning to respect them and their needs.

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