

## Inspection report for early years provision

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<b>Unique reference number</b>	EY333880
<b>Inspection date</b>	26/11/2009
<b>Inspector</b>	Sharon Henry

<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 was registered in 2006. She lives with her partner and two young children in the Woodford Green area within the London borough of Redbridge. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The childminder walks or drives to local schools to take and collect children. She attends the local carer and toddler group and takes children to the local library and park. The childminder is registered to care for a maximum of five children under eight at any one time and is currently caring for two children in the early years age range. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the Woodford and Wanstead approved Childminding Network group

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

Overall the quality of the provision is outstanding.

Children play in a rich and varied environment and make excellent progress in their learning and development because the childminder plans and provides an exciting range of play opportunities for each child based on their individual interests. This maximises their sense of well-being and all aspects of their learning. As a result, children are thriving and gaining key skills for the future. The childminder is highly committed to driving improvement and maximises children's and parents' involvement in regularly evaluating the quality of provision to provide a fully inclusive service. The dynamic and highly motivated childminder works very effectively in partnerships with parents and other providers which ensures outcomes for children are continually enhanced.

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

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

- continue to promote positive outcomes by following a balanced programme of training in areas relevant to the care of the children

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

The quality of the leadership and management is exemplary. Excellent organisation of documentation relating to safeguarding issues, combined with good understanding of procedures, ensures that children are kept safe at all times. The childminder is a trained and experienced practitioner with an enthusiastic approach to early years education. Detailed documentation clearly records their starting points, interests and achievements. Parents are encouraged to become involved

through daily discussion, contact books and well presented information regarding their child's progress, as well as the principals of the Early Years Foundation Stage (EYFS). She has worked hard to ensure that every aspect of her service is of exceptionally high quality, which fully meets legal requirements and the needs of children and their families.

All children have the opportunity to achieve exceptionally well, and excellent communication with parents and others ensures that their needs are met. Initial meetings are planned giving parents time to discuss the provision and become familiar with all records and policies. New children benefit from settling-in sessions, giving them time to become familiar and settled with the new environment and their carer. The childminder is sensitive to the needs of individual children, ensuring that settling-in timescales are flexible to meet the different personalities and temperaments. Parents chat to the childminder at the start and end of the day and are provided with detailed daily diaries which meticulously record what children have done in their absence.

Feedback from parents demonstrates their positive views on the provision and the care and education their children receive. A parent comments, 'Communicates effectively and keeps us up-to-date.' Another parent reports, 'Exemplary approach to caring for our children.'

The childminder is committed to partnerships with other providers of the EYFS and shares information with them in order to ensure effective coordination of the provision for the children. For example, one child's school is doing a theme on The Romans, to support this the children visited the Queen Elizabeth I hunting lodge, where they learnt about food, clothes and lifestyle of the Tudor period. She continuously assesses her practice by identifying and recording areas for improvement and has clear expectations to improve children's learning and development. Her commitment to childcare includes successfully completing an NVQ level 3, and researching additional information about the EYFS .

The childminder shows a dedication and commitment to her role as a childminder. She has self-evaluated her practice, seeking parental views through annual feedback forms as well as any informal communication on how practice could be developed. She has addressed recommendations from her previous inspection exceptionally well. She is totally committed to continuous improvement and goes on an abundance of training courses to ensure that her practice is fully up-to-date. She has completed a comprehensive self-evaluation of her provision and has used this to identify specific areas for the future development of her already exceptional practice.

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

Children make rapid progress towards the early learning goals. The childminder has an excellent grasp of the EYFS framework and uses her knowledge to provide children with interesting resources which support their interests. From the outset she ensures she has a clear understanding of each child's stage of development. Children's intellectual development is impressive because good quality observations

are used to track their progress and plan for their next steps. It is evident that children make excellent progress through all areas of learning. Children's differing learning and development needs are successfully supported by the childminder who competently adapts her approaches, resources and activities accordingly. The childminder promotes equality and diversity through her toys and resources. She is very aware of festivals and celebrations of different cultures and faiths through exploration of different topics and themes in her planning. For example, children made a display to represent Diwali and the childminder is gathering information about Hanukkah. The childminder supports and promotes inclusive practice in all she does, taking into account children's individual needs and respecting parents' views. This is evident from excellent records for each child and is highly effective.

The childminder interacts with the children in their activities, providing appropriate support and close supervision. Children have an excellent selection of toys and resources to choose from both indoors and outside. Older children can select them for themselves. The childminder ensures that there is a wide variety, and enhances her provision by borrowing from the library and a toy library. Story stack is used to enhance children's enjoyment of books and role play. Which contributes to their personal, social and emotional development. Children have good access to resources which help them to learn about differences, for example, books relating to different cultures, and with positive images of disabilities. The childminder is committed to promoting equality and to ensuring that each child is fully included in her setting.

Children are familiar with good hygiene routines as they independently wash their hands after blowing their nose and disposing of the tissues appropriately. The childminder uses her experience of being a qualified chef to promote healthy eating and has successfully implemented a well thought through menu, which provides children with healthy and nutritious food options, such as a variety of fruits, vegetables and homemade dishes. This is further supported with activities which are used to further reinforce the benefits of a healthy diet. Children show a good awareness of what constitutes a healthy lifestyle, as they take part in events such as 'change for life' and Children in Need. Children also learn about caring for the environment in a meaningful way. For example, the childminder is a member of the Woodland Trust and involves children in planting trees and learning about the benefits of re-cycling materials.

Children are confident with their own uniqueness and are comfortable as they move around the childminder's home. They are secure and have a sense of belonging and are aware of the toys and resources readily accessible. Children demonstrated exceptional behaviour and are polite and well mannered, using words and phrases, such as 'please can I have' and 'thank you' to each other. They are highly motivated and interested in the activities on offer. They are encouraged to recognise their own unique qualities as they become evermore independent making decisions for themselves by taking responsibility for their own personal needs, such as if they want a nap or not. They benefit from an extensive balance of planned activities and the opportunity to make their own choices, with an immense range of equipment made available to them. The childminder is highly active in promoting children's physical skills, through a variety of ways. For example, they have daily access to the garden and visit local parks. Photographs

show children taking part in sack and egg and spoon races at nearby Valentine park. Children have experiences which introduce them to the wider world and the community in which they live, for example, trips to Marsh farm and Paradise Wildlife Park. The childminder is very passionate about the environment and shares this with the children. Children take part in many local conservation events in Ray park, they are learning about growing as they grow vegetables in the garden and take part in country nature trails. Children learning is further extended by using resources such as books to help the children to understand the importance of this. For example; turning off the lights when you leave a room. They are learning about living things as they put out seeds and nuts for the birds and try to identify the different types of birds in the garden by using posters. Children have also become members of the World Wildlife Foundation where they adopt an endangered animal. such as a tiger and a polar bear. There learning is further supported with updated information and photographs to show the children. Children are learning to keep themselves safe as they visit the local fire station and become members of the traffic club. Children enjoy using their imagination and creative skills using a range of resources such as paints, glue, play dough and clay. They create art work using natural materials like feathers, twigs and leaves. Younger children become inquisitive as they investigate the sensory materials in the treasure basket. Children's mathematical skills are successfully developed through every day routines and a variety of activities. For example, the children and the childminder spent time playing the shopping game, where they pretend to buy products and then have to calculate how much money is needed to pay for them. They showed an awareness of numbers as they arranged the money to represent the figures on the cards. Children are interested and enthused and are making excellent progress in their learning and development.

## 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>How effectively is the Early Years Foundation Stage led and managed?</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	2
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

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### 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

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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