

## Inspection report for early years provision

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<b>Unique reference number</b>	EY382415
<b>Inspection date</b>	17/03/2010
<b>Inspector</b>	Natasha Parsons
<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 2008. She lives with her husband and two children in Woodford Green in the London borough of Redbridge. The whole of the ground floor of the childminder's home is used for childminding. The childminder is registered to care for a maximum of four children and currently has three children on roll; two children attending are in the early years age range. She supports children with English as an additional language and is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register.

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

Overall the quality of the provision is good.

A good knowledge of each child's needs ensures the childminder successfully promotes children's welfare and learning. Children are safe and secure and enjoy learning about their local community and the world around them. The partnerships with parents are a key strength and are significant in making sure that the needs of all children are met. This ensures that children progress well, given their age, ability and starting points. Regular self reflection by the childminder ensures that priorities for development are identified and acted on, resulting in provision that responds to all user needs.

## **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 outside play, so where possible the indoor and outdoor environments link so that children can move freely between them
- develop daily records of children's progress and care needs for sharing with parents

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

The childminder has a good knowledge of safeguarding issues; she knows the procedures to follow, if she observes worrying signs and who to contact to report a concern. Consequently, a child at risk would be quickly identified and external support obtained. A safeguarding policy is shared with parents, and parents are encouraged to keep her informed of any injuries children sustain whilst not in her care.

The childminder is very committed to her new role, she is well organised and plans for each day. She has attended the required training for registration and continues to develop her knowledge and understanding through additional training for example, fire safety. She is supported by her local authority development team and attends a childminding group, reflective practice and the completion of the self

evaluation form enables her to identify the areas she wants to develop so her practice continues to progress and evolve.

Children are well supervised, they are relaxed and confident, and have access to a good range of play materials and activities, the home is well planned and this ensures children's needs are met, for example, children eat at the dining table, and sleep downstairs so they can remain observed.

Good working partnerships are in place with parents, and policies and procedures reflect the many aspects of the care provided, these are made available to parents. The childminder is committed to put in place a daily diary for parents, as an additional method for keeping them informed. Daily discussion and information is readily shared supporting children's individual needs for example, sleep and eating patterns. Parents are kept informed of children's development and progress, through photographs and individual portfolios. The childminder is committed to develop links with other providers as needed who will share the care of children to ensure there is continuity in the delivery of the Early Years Foundation Stage.

The childminder helps to promote children's understanding of equality and diversity through access to books and play materials while at groups, use of the library and through songs and rhythms which she sings in different languages. All children are encouraged to play with the resources provided regardless of their gender and are encouraged to look after equipment, to pack it away, take turns and to be kind.

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

Children make good progress in their learning, and benefit from the settling in procedure implemented and the sharing of information and ideas. Days are structured to meet children's individual sleep and nutritional needs, resulting in children who are happy and secure and have formed a firm relationship with the childminder and her family.

There is brightly coloured toys and equipment appropriate for the age and stage of development of the children present, these are accessible and children can easily choose what they do. They enjoy playing with home corner equipment, blocks, computers and books. Activities are planned taking into account children's ages, concentration and their next steps in learning. Children make choices and decisions that aid their independence, when they choose fruit from the fruit bowl. The childminder is very responsive to children's verbal and non verbal requests, she supports children with English as an additional language through meaningful discussion, singing and story telling in different languages for example, Hindi and acknowledges different gods and places of worship.

The childminder carries out regular observations of children linking these to the six areas of learning and then identifies the next steps in children's learning, plans and discusses with parents. The childminder knows what the children like to do and about their individual learning style. There are daily outings to local parks, shops and childcare groups where the children play with a range of activities and mix

with other children as they develop their social skills. Children learn early number skills as they count from 1-3 using pasta, through books, rhymes and songs, learn print carries meaning and books are fun. Their physical skills are developed when they move freely in the home, run in the local park, fields and at groups; the childminder is committed to extend physical opportunities through developing the use of her garden.

Children's health and hygiene is effectively fostered, the premises are cleaned daily and robust systems are in place for nappy changing, children's hands are washed before they eat, and cross infection is prevented by the use of individual tissues. The childminder promotes healthy eating as she provides nutritionally balanced meals, drinks and snacks which are prepared daily from scratch with fresh ingredients. Mealtimes are relaxed and paced to meet children's needs, they indicate when they are ready to eat and how much and develop their independence skills when they use appropriate utensils.

Children are kept safe in the home through the use of safety modifications including safety gate, safety film on glass, harnesses used in high chairs. Risk assessments are conducted, and also for outings when a portable first aid kit, and contact numbers are carried to ensure children's safety.

Children are learning to play together for example, as they read together. They are encouraged to be kind to each other, and children learn that the behaviour is wrong, and not them. Children's self-esteem and confidence is promoted when they are freely praised and their efforts are acknowledged.

## 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	3
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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