

## Inspection report for early years provision

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<b>Unique reference number</b>	EY394629
<b>Inspection date</b>	23/04/2010
<b>Inspector</b>	Catherine Greene

<b>Type of setting</b>	Childminder
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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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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 April 2009. She lives with her husband, mother-in-law, who is registered as the childminding assistant, and her two children aged three and two years. The family live in Stoke Newington. The home is close to local shops and schools. The whole of the basement, first floor and one room at the top of the property are used for childminding purposes. The premises are accessed by eight steps leading up into the property. There is a fully enclosed garden available for outside play. The family have a secured fish pond in the garden.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register to provide care for a maximum of four children under eight years at any one time, with no more than one child in the early years age group. She currently has one child on roll in the early years age range. She walks to local schools to take and collect children. She currently attends local childminding and toddler groups.

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

Overall the quality of the provision is good.

Children's enjoyment and progress are well supported as they appreciate the planned activities and close, loving attention they receive from the childminder. Children are safe and their good health is encouraged very effectively; risk assessments that include outings and the garden area are regularly completed. All aspects of the childminder's partnership with parents foster children's self-esteem very well. The childminder has begun to evaluate her practice and to develop the quality of what children receive. All children and parents are made to feel welcome as part of the childminder's commitment to provide an inclusive service.

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

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

- continue to develop resources to promote diversity and develop knowledge about other cultural groups to ensure children are provided with a wider range of opportunities to foster a positive image of both themselves and others.

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

Children are safeguarded by the well kept records, thorough risk assessment and clear policies that the childminder has in place. She has a good understanding of what to do if she has any concerns about the children in her care and has developed secure links within the local authority and NCMA so that she may share relevant information. The childminder works closely with local authority advice and

support and with other registered childminders to help develop her knowledge and understanding of good early years practice.

Children settle well with the childminder and receive a high level of care because she works closely with parents and other family members in order to provide continuity of care. Information is regularly shared and parental consent gained where necessary. A clear settling in period enables the childminder time to get to know the children very well and this is followed through by regular exchanges of information and close relationships are built as a result. Her practice is inclusive and the provider has good communication systems with the local community to ensure that children receive a high level of care and attention to their individual needs and backgrounds. All children make good progress in their learning and development because they enjoy an interesting range of play opportunities both indoors and outside. She plans to add to her resources that provide positive images which are currently limited. The childminder is committed to ongoing improvement and has made significant progress in a number of areas since registration.

Resources at the childminder's house are varied and well set out so that children can easily access their favourite toys and develop particularly good independence skills and confidence in their ability to make choices. The home has been made particularly child centred and reflects the childminder's enthusiasm to provide a good quality service for the children who attend.

All required policies and procedures are in place and are effective in practice. Checks for suitability are made, and the childminder is appropriately qualified, including in first aid. She has a good support network with the local authority and a family member who is also a registered childminder living next door. The childminder is keen to attend any training that is offered to ensure she is able to reflect on and develop what she offers for children. Children are well cared for and learning as they play because the childminder is attentive and makes the children her priority.

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

Children enjoy what is provided and learn as they play because the childminder is clear about their development and what they like to do. Although the system for planning and recording children's progress is still being developed and the childminder is still learning about how to use this, it is sufficiently comprehensive to show that children are already making good progress. Children present as happy and very secure whilst interacting with the childminder and her own children who are attentive and loving to the child present. Children smile with excitement as they roll and sit on the carpet and develop a clear sense of belonging in the childminder's home. Children feel safe, benefiting from regular cuddles and reassurance during their time here; this also helps them as they sleep securely for their morning nap. Excellent relationships are established between the childminder, parents and children attending and behaviour is very good as a result. Good attention is given in particular to the different ages and interests of the children

resulting in a family atmosphere where younger children look up to and are gently included in the older children's activities.

Children's independence is fostered in how well the environment is resourced and set out and supported by plans for the day. Much thought has gone into planning the physical environment so that it provides children with an attractive place to play. The low level storage drawers are labelled and organised with resources for different types of activity. These quickly draw children to purposeful and focused play. The childminder supports children's learning well by listening and in her responses to the questions they ask. Healthy snacks are laid out on the table for children to help themselves to and they are eager to share with each other. Children adopt healthy outlooks because the childminder encourages them to learn good habits, such as hand washing, and clear procedures, for example, for health and hygiene, nappy changing and medication practice, ensure their good health is maintained.

The very good organisation provides children with the ability to flow freely between activities, to follow through their ideas and interests and to build their concentration. Children are learning to keep themselves safe and to care for their toys and resources through the simple rules they are gently reminded of throughout the morning by the childminder. Their good behaviour is very well supported both by the role modelling the childminder provides and in how she supports children to negotiate with each other. Babies wake from their morning nap happy and refreshed. Children enjoy the use of a wide range of toys and equipment indoors and they have regular opportunities to play outside in the garden. The childminder observes and assesses children's progress and she has recently started to compile learning journeys for children as a photographic record of their development and their time spent in her setting; she has identified this as an area in which she is keen to develop.

Children sit well and listen to stories which support children's awareness of different cultures. They develop mathematical skills as they count how many animals are on each page and how many blocks they need to build a tower. They extend their vocabulary and knowledge of the world as they learn the names of different animals and point to them on the alphabet chart. Babies have very good opportunities to explore different textures. They play freely with the toys and use their hands to discover the texture of the different materials. They have great fun pushing the buttons on simple electronic toys to make different noises. They like using construction toys and watch delightedly as the older children design their own models with the box of assorted bricks. The childminder supports their learning and encourages them to count how many bricks they have used. They enjoy imaginary play and the baby is included with great big smiles as they use an imaginary phone to call his daddy.

## 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

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