

## Inspection report for early years provision

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<b>Unique reference number</b>	EY216413
<b>Inspection date</b>	14/07/2010
<b>Inspector</b>	Amanda Allen
<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 2002. She lives with her husband and children aged nine and 11 years in Elm Park in the London borough of Havering. 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 to care for a maximum of five children at any one time and of these three may be in the early years age group. There are currently two children on roll in this age group. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder walks to local schools to take and collect children.

The childminder is a member of the National Childminding Association (NCMA) and local childminding network.

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

Overall the quality of the provision is good.

The childminder provides a welcoming setting with children's well-being a priority. Children are safe and secure in the childminder's home and on regular outings to the local and wider areas. The childminder builds good positive partnerships with parents which effectively help her to meet the children's needs. Children are making good progress, given their age, ability and their starting points. The childminder is beginning to reflect on her childcare practice and embark on training courses to enhance her own professional development and the development of her childminding service.

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

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

- improve the process of self-evaluation and reflective practice in order to clearly identify the strengths and priorities for development and take action to improve the quality of the provision for all children
- improve the arrangements for observations and assessments so that the next steps are linked to planning to maximise learning for children's development through play.

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

The childminder has a good understanding of child protection and how to safeguard children. All areas of the home are safe for children, and the childminder ensures that children do not access areas such as the kitchen and upstairs by use of well placed safety gates. The childminder has well organised systems to ensure

that all adults in her home have up-to-date checks and remain suitable, and that all un-checked visitors are properly identified and supervised. She has safeguarding children procedures in place and provides information in line with the Havering Local Safeguarding Children Board guidelines. A comprehensive range of risk assessments is effectively carried out on all areas in the childminder's home and for all outings with the children to ensure that safety and security are maintained at all times. The emergency evacuation plans are in place and practiced weekly with the children and the childminder is careful to closely monitor the safe arrival and collection of all children in her care.

The well organised systems ensure that all required records and documentation are available and successfully provide all necessary information for the ongoing support of each individual child. The childminder is effective in sharing all relevant records with the parents, including any accident and medication records and daily information about activities and events. The childminder is positive about the inclusion of all children and works to ensure that children of all ages are provided with appropriate activities and experiences. The childminder consults the parents daily through verbal feedback at the end of each day to ensure they are happy with the service she provides and to find out if they would like anything changed. The childminder also carries out ongoing assessments on her practice each time a child starts in her care and as the child gets older and has changing needs. This ensures that the childminder is able to continually adapt her practice to meet the ongoing needs of the children that are attending. This contributes greatly to their care. The childminder has a good partnership with parents and this ensures continuity of the children in her care. The childminder also has built up effective partnerships with other agencies such as the local schools and pre-schools and the local authority.

The childminder promotes an inclusive environment in which all children feel valued and included. She has a good knowledge and understanding of how to meet any special educational needs. There is a wide range of attractive resources accessible to children, including some which reflect diversity. Children enjoy the freedom to choose from accessible toys and games and are well supported by the childminder as she joins in their play. They keep busy and happy, benefiting from the interaction of the childminder as she encourages an interest in different activities.

The childminder has started to self-evaluate her practice and she is able to discuss clearly her strengths and has highlighted weaknesses in her practice. The childminder is beginning to reflect on her practice.

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

Children gain self-confidence and independence as they select play activities, often becoming absorbed in independent exploration. They are encouraged to develop communication skills as the childminder talks with them and asks them questions. The childminder shares a caring and warm relationship with the children she looks after. The environment is clean, tidy and very well maintained. The childminder

demonstrates an excellent awareness of ensuring that there is sufficient space available for children to play and access toys easily. The children are very settled at the childminder's home and happily engage in the activities provided. There is a wide range of resources on offer that promotes positive images of individuals with a disability or from different cultures to increase children's understanding of the diversity of the wider world. The childminder provides an appropriate balance of outdoor and indoor activities.

Children's individual learning and development is very well supported by the in-depth knowledge that the childminder has of each child in her care. The childminder is making effective use of each child's learning and development profile, through a range of observations and assessments to build a clear picture of children's individual needs. These assessments are linked to the six areas of learning. All observations contain the next steps for development though they are not linked to planning. As a result, there are missed opportunities to further enhance the children's learning.

The childminder has a very calming nature about her which results in well behaved children who respond well to praise. The childminder ensures she is consistent in her approach to behaviour management and adapts it to the age and understanding of the children involved. Children are able to feel safe and very secure due to the vigilance of the childminder. Children participate in regular fire drills, which are evaluated to ensure children's safety is paramount and any concerns are highlighted and actioned straight away.

Children play in the garden where they have direct and safe access to a wide range of toys, equipment and resources that are suitable for their ages. Children are playing with building blocks, tractors, mega blocks and animals. They enjoy singing songs such as Old MacDonald's farm and making the sounds of the animals as they play. Children are settled well in the home and very confident in the childminder's care. They enjoy making cups of tea for the childminder in the play house and drawing and counting circles that they make on the chalk board. Children receive lots of cuddles and reassurance if and when they require it. This builds the children's self-esteem and their confidence.

Children are carefully supported to learn good basic hygiene skills through the use of effective hygiene routines. Older children are encouraged to take themselves to the toilet and wash their own hands. Good nappy changing procedures are also in place as the childminder uses plastic gloves and cleans the changing mat before and after every use with antibacterial spray. Children are offered a good range of healthy and balanced meals and snacks with fruit available. The childminder takes detailed information about any special dietary restrictions and works closely with parents to ensure children's individual dietary needs are met. The childminder has a clear understanding of the importance of the use of positive strategies to support children's behaviour. She actively encourages children to share and take turns, and she is careful to monitor the children at play to ensure that toys and equipment are used safely and appropriately.

## 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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