

## Inspection report for early years provision

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<b>Unique reference number</b>	128144
<b>Inspection date</b>	28/09/2010
<b>Inspector</b>	Carolyn Hasler
<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 1993. She lives with her husband and adult son in the London Borough of Redbridge, close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding, with the exception of bedrooms used by the adults living on the premises. She has a dog and two cats as pets.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age range. This condition has been varied to allow for four children in the early years age range on occasion where these children have been named. She is currently minding three children in this age group. She also offers care to children aged over five years to 11 years. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder is available to collect children from the local schools and goes to several toddler groups regularly. She is a member of an approved childminding network.

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

Overall the quality of the provision is good.

The childminder offers a welcoming service; she has measures in place to acknowledge children's individuality. She introduces the Early Years Foundation Stage effectively into her practice. All requirements are met. Fully effective observations and assessment processes are in place. Initial communication between parents and the childminder means that she has the information on which to base her care arrangements. The childminder has taken steps to improve the service since the last inspection, including addressing recommendations to improve practice. She shows enthusiasm to continue her improvements over time.

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

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

- develop systems to verify the identity of any visitors, record their names, the purpose of the visit, and details of arrival and departure times

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

The childminder is meeting all the regulations and duties to safeguard children and demonstrates a good knowledge of safeguarding procedures. For example, she is

able to confidently talk about the different areas of abuse, their signs and symptoms and the action she takes to safeguard and promote the welfare of children. The childminder understands her responsibility to ensure that children are not left unsupervised with others and is able to demonstrate that she has been vetted appropriately by Ofsted.

The childminder has maintained a programme of training on childcare issues and shows interest in continuing this to address areas of weakness within her practice. Since the last inspection the childminder has attended courses in, safeguarding, working with disabled children, fire safety awareness, basic dental awareness, introducing food safety, Early Years Foundation Stage training, nutrition and prevention of obesity in early years, children's play, paper chase, introduction to self-evaluation, safeguarding and promoting children's welfare, and a level II in food safety in catering. The childminder continues to maintain her paediatric first aid. The childminder works within the requirements of her registration; she maintains appropriate insurance to support her practice.

The environment has been organised to ensure that play and learning spaces are maximised to include both inside and outside spaces. Children are able to move around safely from one area to another, accessing toys and equipment easily. Play and learning equipment are stored in low-level storage units and cupboards, this enables free and independent choice making. Play resources and nursery furniture are in good repair, colourful and fit for purpose. There is a range of play equipment which reflects a diverse community. There is a strong emphasis on using nature as a learning tool. This reflects children's natural curiosity and nurtures their sensitivity and respect for all things living. The childminder meets children's individual needs. Children achieve well as a result of the setting they are in. There are effective systems in place to support the health of children. Risk assessments for the premises ensure that children are kept safe while at the setting. However, systems to record and verify the identity of visitors are not yet effective.

Children and their families are warmly received into the setting. During initial contact, the childminder begins to build a strong knowledge of individual children through discussions prior to them starting. The childminder understands the importance of collecting information about children's unique characteristics. She has a good knowledge of each child's background and needs. Since the last inspection the childminder has developed and established clear baselines to children's development. The childminder is taking effective steps to close identified achievement gaps and this has improved outcomes for children. The childminder supports children's understanding of the society they live in through taking part in community groups. There is a significant improvement in resources which support children's understanding of disability.

The childminder has effectively met recommendations raised at the previous inspection and this has improved outcomes for children. The childminder regularly updates her training on childcare issues. She evaluates the play resources she offers children and uses this to identify weaknesses within her learning materials to make improvements. The childminder has effective systems in place which help her to evaluate the health and safety of children while on the premises. For

example, she uses risk assessments both for the premises and for outings, this includes hygiene procedures, fire safety and safety on the roads. In addition there is effective use of documentation to record accidents, incidents and the administration of medication. Since the last inspection the childminder has improved and developed strategies to support children's learning and development. The childminder conscientiously continues to develop a service through accessing training to develop her skills.

The childminder values partnerships with other early year's settings. She understands that strong relationships between all parties working with children support children's learning and development, and welfare needs. The childminder achieves this through the use of a home to pre-school to childminder diary. This aims to share information in order to provide a consistent and considered approach to child care.

The childminder has highly supportive relationships with parents and carers and relationships are well established ensuring that each child's needs are met. The childminder regularly asks parents and carers for their views through questionnaires and by providing time to speak to parents each day. She ensures that parents have opportunities to inform important decisions about their children's care. Parents and carers are kept well informed about their children's achievements, well-being and development. For example, through photographic and documentary evidence. Children share what they're learning with parents. For example, they take home creative work and project work such as vegetables which they have grown with the childminder. Children borrow books and resources from community based projects to take into the home environment. Parents and carers receive lots of information about the service in the form of policies and procedures and contribute to the experience children receive by providing written permission for a number of different issues which support childcare.

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

Children are making good progress towards the early learning goals in all areas of learning. They are motivated and interested in a broad range of activities and take responsibility for choosing what to do. Children's welfare is promoted; they are secure and develop a sense of belonging to the setting. Children know what is expected of them because boundaries are clear and consistent. Good quality interactions and well organised routines help younger children to feel secure and confident within the setting.

Children appear settled and happy. They are confident and show good levels of self-esteem. They build strong relationships with both adults and children. They understand how to share and take turns, and act independently making decisions for themselves. Children engage in a good range of activities and experiences to support their learning. Children demonstrate a willingness to keep themselves and others safe through their good behaviour.

Children are learning the skills to adopt healthier lifestyles. Personal hygiene is included within daily routines and older and more able children are able to use the toilet area independently. They are supported by the childminder on their own request. Children are beginning to understand the importance of hand washing to prevent spreading germs. Fully effective cleaning routines ensure that children have a clean environment to play in. Children are offered a healthy and nutritious diet while with the childminder. Children are lively and active, enjoying a variety of learning experiences both inside and out. Children are encouraged to take part in activities such as riding tricycles, climbing, and learning ball skills. They have opportunities to walk through the park and enjoy a variety of other physical activities which keep them healthy.

Children behave confidently and are self assured. They are learning how to behave towards others with respect. Good manners are encouraged and good behaviour is rewarded with stickers. As a result children display socially acceptable behaviour and are kind and polite towards others. Children are actively engaged in their day at the setting. They actively take part in daily routines. Children take on tasks such as helping to tidy up and organise the table for mealtimes. They understand simple instruction and carry out tasks with minimal support.

Children are developing the skills they need to adopt for their future learning and development. For example, they talk freely to one another encouraging participation in shared games and explore imaginative worlds. Their increasing command of language helps them to explore learning prompting questions and exploring their interests. Resources such as shape sorters, threading games and a variety of construction toys, help children to problem solve. Numbers are introduced into every day situations. For example, children enjoy counting the stones from the plums they are enjoying eating. They are beginning to understand the concept of one more. There are a number of programmable interactive toys and equipment that encourage children to explore communication technology. These include musical mats, standing gyms for newly mobile toddlers, robots and interactive books. Children have a varied day, some attend other early years settings. However, they greatly enjoy visits to the park and to local community groups. This provides them with the opportunity to observe, experience and absorb the world they live in and to interact socially with others.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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