

## Inspection report for early years provision

---

<b>Unique reference number</b>	128046
<b>Inspection date</b>	30/09/2010
<b>Inspector</b>	Carolyn Hasler

<b>Type of setting</b>	Childminder
------------------------	-------------

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

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)

© Crown copyright 2010

## 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 1998. She lives with her husband, adult daughter and daughter aged 14 years in the London Borough of Redbridge, close to shops, parks, schools and public transport links. The childminder's home is situated in a residential street. The ground floor of the childminder's home is used for childminding. She has a cat as a pet.

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. 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 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. Most 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 meet the specific requirements of the EYFS, the registered person must:

- obtain written parental permission at the time of the child's admission to the setting, to seek any necessary emergency medical advice or treatment in the future (Safeguarding and welfare) 15/11/2010

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

- develop a system 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 requirements 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 and promoting welfare, the world around us, home from home event, early years foundation stage training, assessment and learning for childminders, working with disabled children, are you ready for your inspection and food hygiene. The childminder continues to maintain her paediatric first aid. The childminder generally works within the requirements of her registration she maintains appropriate insurance to support her practice.

The childminder has effectively met recommendations raised at the previous inspection and this has improved outcomes for children. This includes providing parents with daily detailed information on young children's dietary intake. In addition the childminder has developed her complaints procedure to reflect current legislation. The childminder is able to talk about her vision for the future of the setting and is critical of her strengths and weaknesses. The childminder is able to communicate her ambition and drive and she intends to achieve this through further training with her local authority to secure improvement.

The environment has been organised to ensure that play and learning space is maximised. Children are able to move around safely from one area to another, accessing toys and equipment easily. Play resources and nursery furniture are in good repair, colourful and fit for purpose. There is a range of play equipment which reflects the diverse community children live within. Play and learning equipment is available at floor level, this enables free and independent choice making. The childminder is clear in her role as key person and supports both children and their parents in meeting children's individual needs. Children achieve well as a result of the setting they are in. Most systems and procedures work effectively to promote the health and safety of children. However, parent's written consent to seek emergency medical advice or treatment is not in place. This is a breach of welfare regulations. In addition systems to record and verify the identity of visitors are not yet effective. Consequently children's welfare is compromised.

Children and their families receive a warm and welcoming reception to 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 established a clear baseline to children's development. She has introduced observations and assessments and uses these to support individual planning. Consequently effective steps are taken to close identified achievement gaps. This results in improved outcomes for children. The childminder supports children's understanding of the society they live in through providing positive first-hand experiences.

The childminder values relationships with other early year's settings. She ensures that information flows between preschool and home. She understands the importance of sharing information with key services who are involved in the care of children to ensure a consistent and considered approach.

The childminder has highly positive relationships with parents and carers and relationships are well established ensuring that each child's needs are met. Parents and carers are kept well informed about their child's achievements, well-being and development. This includes the sharing of documentation and daily discussion. 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 childminder regularly asks parents and carers for their views through questionnaires and home to setting diaries. This provides parents with opportunities to influence important decision-making about their child.

## **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 they 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 babies and young children to feel secure and confident within the setting.

Babies and young children separate well from parents and build secure relationships with familiar adults. They adjust quickly to routines as these are similar to routines in their home environments. Babies and young children feel safe because they can see the childminder at all times and this helps them feel confident that the childminder will be on hand to support and comfort them when needed.

Babies and young children are dependent on the childminder for personal hygiene tasks. However, older and more able children are able to carry out hygiene tasks independently. All children take part in hand washing routines at appropriate times during the day. Children engage in a wide range of physical activities both indoors and out. For example, babies and young children are active within their play using vigorous arm and leg movements with purpose. They are able to control movement to make toys respond to them. They sit up unaided and stand with

adult support. Older and more able children enjoy riding bicycles, climbing on apparatus and taking walks. Currently parents provide snacks and meals for children while attending the childminding setting. The childminder works with parents to ensure that children are offered healthy choices.

Babies and young children enjoy outings to the park, shops and local toddler groups. This provides them with first-hand experience of watching or becoming involved in social situations. Older and more able 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. As a result children display socially acceptable behaviour and are kind and polite towards others.

Babies and young children are able to communicate their needs through a series of babbles, gurgles, cries and squeals. The childminder uses lots of simple language around them to support their developing communication skills. In addition there is a range of books and other resources to stimulate children's inquisitive nature and provide topics of conversation. Their developing command of language helps them to access and explore all areas of their learning. Resources such as shape sorters, puzzles of varying difficulty and a variety of construction toys, help children to problem solve. Children have a range of programmable and interactive toys which support the different age groups. These include, interactive books, toy telephones and tills. Children are able to observe, experience and absorb the world they live in and interact socially with others, this provides them with the skills they will need to enhance future 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>	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	3
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

The quality of the provision in the Early Years Foundation Stage	2
--	---

### 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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## **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