

## Inspection report for early years provision

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<b>Unique reference number</b>	EY276246
<b>Inspection date</b>	06/12/2010
<b>Inspector</b>	ISP Inspection

<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 2004. She lives with her husband and one child, aged over eight, in Collier Row in the London borough of Havering. The whole ground floor are used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children under eight years at any one time. She is currently minding two children under five on a part time basis. She also provides care for her grandchildren. She is registered with Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register part

The childminder attends local groups and is a member of the National Childminding Association. The family have a pet dog.

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

Overall the quality of the provision is outstanding.

Children are extremely happy, settled and thriving, because the childminder has created a very safe and secure environment where children are valued and supported to reach their full potential. She ensures that each child enjoys a range of valuable experiences which are built on their individual interests. The childminder works very closely with parents they share valuable information which promotes children's welfare effectively. Through the effective use of reflective practice and self evaluation she demonstrates an excellent capacity for continuous improvement.

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

To further improve the high quality early years provision the registered person should consider:

- further develop systems for involving parents in finding out about children's starting points from home.

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

The practices and procedures in place to safeguard children are robust and ensure children are well protected at all times. The childminder has an excellent understanding of how to safeguard children's welfare and is clear in her roles and responsibilities if she has a concern. The childminder has carried out a full risk assessment of her home and garden to identify any potential risk subsequently

children are extremely safe. Detailed risk assessments for outings and regular trips, means that children remain as safe a possible when away from the childminder home.

The childminder has created an extremely warm, inviting, well organized, child friendly home for children and parents. The learning environment is well organized with easy access to resources that meets the needs of all children. A full set of policies and procedures are in place to guide the childminders day and ensure children's welfare is promoted successfully. The childminder enjoys her time with the children and is passionate about her work. She uses her common sense and natural affinity with children to anticipate their needs and therefore is able to respond to their welfare and developmental needs effectively. The childminder continuously reflects on her practice and evaluates her provision well. She has identified clear targets for improvement including attending more training to ensure she keeps her knowledge of current childcare and making changes to the outside environment.

The childminder builds honest and trusting relationships with parents who are exceptionally pleased with the service provided. The childminder invites parents to give her feedback on her service and letters and cards indicate that parent's feel their child is receiving the best possible care and education available. She uses care diaries as well as informal feedback to ensure continuity of care. The written information includes details of children's play and achievements that day. This gives parents the opportunity to become involved in their child's learning and comment on their child's progress at home. Settling in time is used well to find out children's interests likes and welfare needs. Some information is found out about children's starting points and learning so far from home. Inclusive practice is a strong feature of the setting and the childminder takes extensive steps to ensure the specific needs of each child is met. She learns key words in their home language to help them feel at home. She has developed strong links with other agencies which helps to ensure children and their parents receive the best support in helping their child reach their full potential. Planning covers all areas of learning and is built around children's individual preferences. The childminder makes detailed observations to identify where children are on their learning journey which she uses to plan effectively for their next steps toward the early learning goals.

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

Children are relaxed and confident and clearly enjoy their time with the childminder who is attentive and very aware of their unique needs. She takes time to get to know each child so she can support individuals in their play and learning. Her attention is focused on the children's enjoyment she talks knowledgeably about the children and their talents. She plans activities that are fun and suit children's individual preferences. The childminder demonstrates an excellent understanding of child development and how children can learn through play. She provides effective support for children as they play, sometimes standing back to watch and allow children to persevere alone, at other times offering helpful suggestions and

introducing new vocabulary. Children behave well as they are occupied at all times. Lots of praise and encouragement promotes children's self esteem.

On Mondays the childminder and children visit other childminders where they enjoy creative activities, learn to share and take turns and develop their social skills. Examples of children's work adorn the walls showing children's natural creativity. On snowy days they collect the icy snow and built snowmen. Children enjoy role play in the play house, concentrating as they iron the dressing up clothes. They go 'fishing' in the ball pond for plastic fish excitedly counting them as they place them in a large bucket. They snuggle up with the child minder for stories and are introduced to new vocabulary as they play with the play people. Children develop a very good understanding of number and early calculation through number rhythms and songs. The childminder successfully introduces numbers in everyday routines for example children learn about weight and capacity when they help with the baking or making pizzas for their tea.

Children's health is well promoted as they learn the importance of good personal hygiene. They receive healthy nutritious meals and snacks and have plenty to drink. The childminder takes detailed information to ensure children's individual dietary restrictions and works closely with parents to ensure children's individual dietary needs are met. Children enjoy plenty of fresh air they walk to and from the local school and excitedly walk round the local park as part of a charity toddle. Children thrive in the safe, healthy environment that the childminder provides. Children use equipment and play resources that have been checked for suitability for their different ages including child car seats. Fire evacuation is practiced regularly to ensure children remain calm in an emergency. Even the youngest children that attend know that the gate must remain closed and the safety catches should be down. The childminder has a good understanding of all equal opportunities issues, and has an extremely positive attitude towards diversity. Children are developing a good understanding of their own and other cultures. Children have many good opportunities to explore the outside environment they regularly visit places of interest. Children develop a sense of place and learn about where they live through regular outing and trips.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
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	1
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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