

## Inspection report for early years provision

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<b>Unique reference number</b>	EY412946
<b>Inspection date</b>	06/01/2011
<b>Inspector</b>	Natasha Parsons

<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.

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## **Description of the childminding**

The childminder was registered in 2010. She lives with her partner and two young children. They live in a third floor flat in Plaistow in the London borough of Newham. Children have use of the living room and bedroom/playroom for play. There is no access to a garden for outdoor play, and the balcony is out of bounds to minded children.

The childminder is registered to care for a maximum of four children under eight years at any one time, no more than one may be in the early years age range. The childminder is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. She has three children on roll; one child is in the early years age range. She is a member of the National Childminding Association.

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

Overall the quality of the provision is satisfactory.

Children are valued by the childminder and she works with parents to meet each child's individual needs. A clean, safe and inviting environment is provided. Children make good progress in their learning and development because of the good range of play experiences offered. The childminder is committed to continuously improve her practice and is beginning to use self-evaluation to identify strengths and areas for development, for instance, formally seeking parents' views about the service provided.

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

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

- provide children with regular opportunities to learn about different ways of life and reflect diversity in resources provided and activities undertaken
- provide babies and young children with a variety of resources for exploration including natural materials, such as wood
- find ways to further develop communication with parents so their views can be sought on their child's care and education provided.

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

There is a satisfactory procedure in place ensuring that children are safeguarded and protected; the childminder knows what action to take if concerned about a child and would follow her safeguarding policy resulting in a concern being appropriately and quickly acted upon. Her safeguarding knowledge is supported through training and her previous employment as a nursery worker. The

childminder's documentation is accessible, organised and user friendly. Children are closely supervised when in the home and the childminder regularly checks them when playing in a neighbouring room. She holds a suitable and current first aid qualification and has first aid equipment including a portable kit for outings. Children are kept safe in a secure, welcoming, child-centred setting. Regular risk assessments completed for the home and outings and the use of safety equipment further support children's safety.

The childminder has embraced her new role and has completed the required training and attends a childminders' group which further supports her evolving practice. She has begun the process of self-evaluation to aid improvement and has identified the areas she needs to develop to benefit her practice and service.

Children benefit from the childminder's well planned home and daily routine. They have space to move, explore and self-select activities. Although there is no outside play space, children go out daily and engage in a range of activities including collecting older children from local schools.

The childminder's service is accessible to all within the community and she is committed to ensuring all children feel included and valued. Time and commitment is taken to form partnerships with parents; this ensures the ongoing exchange of information about children through daily discussion and the use of written records. Parents are provided with copies of the policies and procedures about the setting and are encouraged to share information about their children; this informs the childminder about their individual needs.

The childminder has identified aspects that require improvement, including developing resources to reflect diversity and formulating a parental questionnaire. The childminder's commitment to ongoing training and self-evaluation is a positive basis upon which her practice can further develop and improve.

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

The childminder has a good understanding of the Early Years Foundation Stage and, therefore, children's progress towards their early learning goals is good. She works and plays effectively with the children to ensure they receive enjoyable and challenging learning experiences within her home. She makes observations that clearly demonstrate what children can do, linking these to the six areas of learning and they clearly identify children's next steps for their learning. Observations inform planning and appropriate planning leads to individual children achieving developmental goals and sometimes exceeding them. The childminder is committed to provide children with opportunities to learn about different ways of life and extending play materials and activities that support this. There is a good range of plastic, brightly coloured toys and children's experiences would be further supported with the addition of natural materials.

Children engage in activities with confidence and clearly know what they want to

do. They enjoy the activities on offer and the equipment that reflects their current interest. Children develop their physical skills when they use local parks, attend groups and dance to music. The childminder is committed to ensure the range of play experiences promoting diversity is broadened and that there are natural materials used in equipment for babies. Children do not have access to an outside play area; however, they go out daily to enjoy the fresh air and moving freely. This helps them to experience a healthy lifestyle.

Children have opportunities to practise their speaking and listening skills through the appropriate interaction between the childminder and other children. Children learn print carries meaning when they select their own name cards on arrival at the home, and the labels used. They eat together and benefit from the relaxed mealtime when they eat at their own pace, meals are planned in advance and the childminder seeks specialised advice when compiling these.

Children are learning about behaving well and are reminded about right and wrong, they are encouraged to share and to be kind to each other. Children's good health is promoted when they are encouraged to wash their hands before eating and after messy activities. The childminder washes her hands before preparing food; she checks the temperature of food before serving and monitors the fridge temperature. Nappies are changed appropriately; all these practices help to prevent the spread of infection and help to maintain children's ongoing good health.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### 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>	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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