

## Inspection report for early years provision

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<b>Unique reference number</b>	EY403557
<b>Inspection date</b>	31/01/2011
<b>Inspector</b>	Jill Nugent

<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 registered in 2009. She lives with her husband and four children, of whom two are aged nine and six years and two are adult. They live in a house in the Hainault area of Ilford in the London Borough of Redbridge. Access to the house is via a series of steps up from the adjacent footpath. The whole of the premises is used for childminding and there is a secure garden for outdoor play. The family has a collection of pet rabbits and guinea pigs in hutches in the garden.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of four children, of whom three may be in the early years, at any one time. Currently she has nine children on roll and, of these, five are in the early years age group. The childminder is a member of the National Childminding Association.

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

Overall the quality of the provision is good.

The childminder is enthusiastic about her childcare practice and offers a welcoming and inclusive provision. Children enjoy a well-resourced play environment and benefit from the lively interaction of the childminder. She promotes children's welfare, catering effectively for their individual needs through a close working partnership with parents. The childminder is beginning to reflect on the various aspects of her practice and to highlight some aspects for further improvement.

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

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

- develop the system of observational assessment to ensure that individual children's learning needs are met effectively
- develop the use of self-evaluation in order to reflect on all aspects of the childcare practice and highlight areas for further improvement.

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

The childminder's documentation is extremely well organised and provides a good framework for her practice. She ensures that children are safeguarded while in her care and knows what to do if she has any concerns relating to child protection. She carries out thorough risk assessments of the premises, play equipment and any outings that children take part in, in order to minimise all potential hazards. Children learn how to evacuate the premises in an emergency as they practise the fire drill together. The childminder is vigilant about safety issues and supervises

children closely at all times.

Children enjoy easy access to a wide range of attractive resources set out in the living room, conservatory and garden. The available play space is spacious and comfortable, encouraging children to feel at home in the setting. The play activities on offer are suitable for children of different ages and abilities. The childminder spends her time with the children, ensuring that they feel well looked after and are happy. She promotes inclusion through offering children choices and valuing their suggestions. Children have an increasing awareness of a wider society as they find out about different cultures and religions.

Parents receive clear information about the childminder's provision and are asked to complete relevant paperwork. The childminder exchanges information with parents about their children's needs so that she can support children in their development. She reassures parents about their children's well-being during the day, sending photographs and messages if they wish. Parents express their satisfaction with the care she offers and especially appreciate the opportunity to learn about children's experiences through viewing their attractive scrapbooks. The childminder is aware of the need to work with other professionals when necessary to ensure consistency of care for children.

The childminder is confident about the strengths of her practice and aware of those areas that require further development. She has completed her initial childcare training and also attended some additional training courses in order to increase her knowledge and understanding of the Early Years Foundation Stage. She is proactive in seeking advice and support from other professionals. She is keen to access further training opportunities and to improve the learning outcomes for children through establishing an effective system of observational assessment. However, she is not yet using self-evaluation to reflect fully on all aspects of her practice and so highlight areas for possible development.

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

Children enjoy the relaxed atmosphere in the childminder's home and the many opportunities to explore different play activities. Children who speak English as an additional language are very well supported as the childminder speaks clearly to them, encouraging them to acquire new words and learn to communicate verbally with others. She liaises closely with parents who supply words in their own language to help children settle more readily into the childminder's care. Children show interest in the play activities on offer and become happily involved in their exploration, for example, using trains, construction blocks and role play equipment. They enjoy sharing books with the childminder and have fun as they experiment with making sounds using musical instruments.

The childminder encourages children to learn through their play as she talks with them, for instance, suggesting ideas, or naming and counting objects. Children enjoy her involvement in their activities and gain self-confidence as they are

praised for their attempts at communication. Older children are encouraged to acquire skills for the future as they take part in creative activities or play board games. They particularly enjoy using the play equipment in the garden, increasing their physical skills as they do so. The childminder has introduced a system of observational assessment, noting her observations of individual children's development in order to work out their next steps of learning. However, this is not yet fully established so that it enables her to plan effectively and move children on in all areas of learning.

Children feel secure in the setting and enjoy the freedom and space to move around making their own decisions. The childminder ensures that children are aware of their boundaries in the setting and reminds them to behave responsibly if necessary. Children are encouraged to share fairly and play harmoniously. They enjoy the social aspect of snack and meal times as they sit around the table eating and chatting. The childminder provides a varied and healthy menu so that children become more aware of the benefits of healthy eating. They have good opportunities to play outdoors in the fresh air, both in the garden and on trips to the park or forest. Children learn to adopt good hygiene practices, for instance, washing hands after helping to feed the family pets.

## 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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met