

## Inspection report for early years provision

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<b>Unique reference number</b>	EY345636
<b>Inspection date</b>	26/01/2011
<b>Inspector</b>	Sarah Morfett

<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 2006. She lives with her husband and two children aged three and six in Romford, Essex. The whole of the childminder's house is used for childminding and is within walking distance of local schools, shops, parks, bus routes and a main line train station. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of four children at any one time, two of whom may be in the early years age group. She is currently minding two children part time both of whom are in the early years age group. The childminder is registered on the early years register and on both the voluntary and compulsory parts of the Childcare Register. The childminder walks or drives to local schools to take and collect children. The childminder attends the local parent/toddler groups and is a member of the National Childminding Association (NCMA). The family has a guinea pig.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a warm and friendly environment where they have access to a good range of activities based on the Early Years Foundation Stage. Overall, their learning and development is promoted effectively because the childminder has a well developed knowledge of their interests. Effective partnerships with parents are established and help the childminder to meet children's individual needs generally well. The childminder has successfully addressed all recommendations from her last inspection. The childminder is positive in her approach to improvement. However, the self-evaluation process is not yet sufficiently robust enough to identify priorities for development.

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

To meet the specific requirements of the EYFS, the registered person must:

- request written parental permission to the seeking of any necessary emergency medical advice or treatment (Safeguarding and promoting children's welfare) 10/02/2011

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

- link the ongoing observational assessments of each child's achievements and interests to the expectations of the early learning goals and identify learning priorities so this can be used in leading future planning

- strengthen the use of reflective practice and self-evaluation to identify strengths and priorities for development that will continuously improve the quality of the provision for all children

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

Children are appropriately safeguarded in the childminder's care. For example, all adults in the home are appropriately vetted and the childminder holds a current first aid certificate which enables her to act appropriately in an emergency. There is a suitable range of written permissions from parents to protect the children effectively such as, to take children on outings. However, written permission to seek emergency medical advice and treatment has not been obtained. This is a breach of the requirements and impacts on children's safety. The childminder checks her home and resources each day to ensure that all potential hazards are minimised. She has good system in place to record the risk assessment and signs and dates this once it has been carried out. The childminder has a very good understanding of the Local Safeguarding Children Board Procedures. She has a well written policy which backs up her knowledge of how she would progress a concern, including relevant local numbers where she can call for advice or to report a concern. Children's safety and welfare is promoted within the childminder's good practice.

Resources are deployed effectively to maximise children's learning potential. Furniture, equipment and toys are of good quality and suitable for the ages of children to support their learning and development. These are easily accessible to all children who can make choices about what they play with. All of the required paperwork is in place and maintained to a good standard. For example, a daily record of the hours of attendance and accident and medication records are completed as necessary and help to safeguard the children in the childminder's care. The childminder has clear aims to actively promote equality, diversity and inclusion of all children so that they can reach their full potential. They learn about people's similarities and differences through a good range of resources which reflect diversity and by taking part in activities such as, making and decorating lanterns to celebrate Chinese New Year. This means they begin to learn about other cultures. All children can play with all resources and take part in all activities because the childminder adapts them to suit the age and ability of the children taking part. This means they are valued as individuals and treated with equal concern

The childminder reflects on her practice to ensure that experiences for children are positive. She has not fully developed the use of self-evaluation and as yet, is not identifying areas for development that will improve the quality of provision for all children. Positive relationships with parents are established and ensure that they are fully involved in all aspects of their child's care. For example, information about the children's well-being is shared verbally at the end of each day. They are kept well informed of the service because the childminder has developed a computer disk with all of her policies and procedures on. She gives to each parent a copy so they are able to refer to it whenever the wish. The childminder has a lot of past

experience working in partnership with other professional involved in the children's care. Although, children are only attending her setting at present she has a very positive attitude to making links with others when this is required.

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

Children are clearly happy and well settled in the comfortable and relaxed atmosphere of the childminder's home. She makes them feel secure in her care because of the warm and friendly relationships they have developed. They follow their own familiar routines as they can sleep when they need to. The young children play happily alongside each other and together thoroughly enjoy the childminder's input as they play. She uses lots of open-ended questions which make children think, for example, 'where does this go' and 'what is it doing' as they explore and investigate the toys around them. The childminder is skilful in responding to the young children's babbling and gestures. She reinforces this with the use of sign language; this means the children begin to develop effective two-way communication skills. Through the effective interaction children's learning and develop is extended to meet their individual needs.

Children enjoy many activities which promote all the areas of learning. The very young children show an interest in each other as they reach out to touch the other ones face showing that they are becoming aware of themselves as separate from others. They start to act out familiar situations as they pretend to drink from the role play tea cups, imitating the childminder who plays along with them. They begin to learn simple problem solving as they play with shape sorters and sorting games for example, taking coloured rings off from one pole and putting it back onto another. Children show curiosity and interest in things that are built up and fall down as the childminder builds the stacking cups up for them they take great delight in knocking them down again. Children thoroughly enjoy playing musical instruments. They shake them in time to the songs they sing with the childminder exploring the sounds the instruments make. They love musical toys and know how to push the buttons to make the music start therefore they begin to learn how to work simple battery operate equipment. Children benefit from a good range of play based activities which promotes their learning and development well.

Through discussion the childminder shows she is aware of the children's abilities and what stage of development they are at. She has discussion with parents about what children can do when they first start. She makes regular observations of the children's well-being and achievements. However, these are not linked to the six areas of learning and the childminder is not identifying a next step in children's learning from the observations. Therefore, planning does not always fully support children's learning and development in the most relevant areas. However, because there is good input from the childminder and she knows them well children are moving forward in relation to their starting points.

Children are set clear boundaries so know what is expected of them. The childminder regularly reminds them have 'kind hands' encouraging them to play

nicely with each other. They are helped to feel safe and secure as the childminder ensures there is a range of equipment in place such as gates and socket covers to prevent any accidents. She regularly checks toys and resources to keep them in good condition. Healthy eating is promoted in partnership with the parents. The childminder ensures they have access to frequent drinks to keep them hydrated through the day. They learn from a young age to follow effective hygiene routines for example; they hold their hands out to be wiped before they eat. Children have good opportunities to get fresh air when out in the park feeding the ducks with the childminder. Children are active within the setting and show interest in all around them.

## 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	3
The effectiveness of partnerships	3
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