

## Inspection report for early years provision

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<b>Unique reference number</b>	EY309730
<b>Inspection date</b>	12/01/2011
<b>Inspector</b>	Rufia Uddin
<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 2005. She lives with her husband, three adult sons, one son aged 14 years, and daughter in law and grandchild aged 11 months. They live in a house in a residential area, close to local amenities in Ilford, in the London Borough of Redbridge. The ground floor of the house is mainly used for childminding. 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, of whom no more than three may be in the early years age group. The childminder is currently minding one child in the early years age group on a part time basis. The childminder is registered on the Early Years Register and the Compulsory and Voluntary parts of the Childcare Register. The family has a cat.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children have settled quickly. They feel safe, are confident and well occupied. They have a sense of belonging and are progressing adequately in all areas of learning and development. The childminder meets the needs of all children in her care and responds to them in a positive manner. Partnership with parents is good and communication with them is detailed. Written policies and procedures contribute to smooth running of the setting. The childminder has completed self-evaluation and has identified areas for improvement which demonstrates a commitment to improvement.

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

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

- ensure risk assessments are recorded, clearly stating when they were carried out, by whom, the date of review and any action taken following a review or incident, and ensure risk assessments are undertaken for outings(Documentation).
- 18/02/2011

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

- develop the links between sensitive observational assessments and the planning of activities to ensure children's needs continue to be met
- develop resources and activities that promote children's understanding of equality and diversity
- update complaints procedures to include the current contact details of Ofsted

- develop the system of self-evaluation, clearly identifying areas for improvement to promote outcomes for children effectively.

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

Children are safeguarded because the childminder has a secure understanding of child protection issues having recently completed safeguarding training to update her knowledge. She has an awareness of the signs and symptoms to look out for, and the correct procedures to follow, if she has concerns about a child. Written procedures on safeguarding children are in place, including what to do in the case of an allegation being made against the childminder or a member of her family. No records of risk assessments were available for inspection. This aspect of the service does not meet the requirements of the Early Years Foundation Stage (EYFS). However, precautions have been put in place to reduce risks to children and help keep them safe. Gates restrict children's access to unsupervised areas such as the kitchen and the upstairs. A system is in place for the recording of existing injuries, any accidents that may occur and medication administered to children. Generally the required paperwork is in place. The childminder has an adequate range of policies to support her practice, although the written complaints procedure documents, which are shared with parents, have not been updated to reflect current details for Ofsted. Children's safety is promoted because emergency evacuation plans are in place and the childminder has obtained necessary parental permissions. Children continue to be safeguarded from harm through their play as the childminder ensures good supervision inside of the property and in the garden. Children benefit because the childminder provides a sufficient range of resources which are easily accessible to children. The childminder provides a stimulating play environment for children with many books and toys easily accessible at low level. She engages with the children, facilitating their choices and promotes their learning experiences. The childminder takes opportunities to interact and increase children's awareness and understanding through conversation. Children enjoy play sessions outdoors where they can be physically active in the fresh air. The childminder liaises closely with parents and carers to ensure that children's individual needs are met.

The childminder adequately promotes equality and diversity, for example, she includes all children in activities which helps them to feel welcome. She also has a suitable understanding of children's individual needs through appropriate partnerships with parents. However, she does not provide many resources or activities to help children understand and value diversity and differences.

The childminder has good relationships with parents, and is open and supportive and respects confidentiality. She encourages parents to support their children's learning at home by ensuring that they know which activities their children have enjoyed in her setting. A parent spoke highly of the childminder and how she has helped her child to settle. The childminder does not currently have any children who attend other settings or who receive support from external agencies. However, she demonstrated a suitable understanding of the importance of sharing information with other professionals as appropriate. The childminder ensures that outcomes for children are satisfactory. The

childminder reflects on her childcare practice, using self-evaluation to consider ways in which she can improve the outcomes for all children. The childminder knows which aspects of her practice are strong and those which require further development. For example she is aware that the development of links between assessments and the planning of activities is a way to develop opportunities for children. Since her previous inspection the childminder has attended a number of training courses in order to improve her knowledge and understanding of childcare. For example she has attended courses on assessment for learning, healthy eating, safeguarding children, letters and sounds, communication skills and learning through play. This demonstrates a commitment to improvement.

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

Children's progress is satisfactory as they access a range of appropriate learning opportunities. The childminder works with an understanding of children's starting points and observes them carefully as they play both indoors and outdoors. At the present time the childminder makes limited use of written records of children's achievements, but she has an understanding of the progress that they make. Children are starting to make progress as they spend time with the childminder and access the appropriate learning and play experiences. Children's independence is promoted as they are encouraged to make choices about what they play with from the adequate range of resources available to them. They enjoy sharing books as the childminder reads stories to them. Children's vocabulary is developed as the childminder introduces new words. The childminder has a satisfactory understanding of the Early Years Foundation Stage and of how young children learn through play and first hand experience. Children demonstrate that they are developing a sense of security and confidence in the childminder's care. Creativity is promoted as children enjoy exploring a range of resources indoors which include building blocks, musical books and a range of media, such as paints, crayons and collages. Small world resources provide opportunities for children to play imaginatively.

Interactive resources that include musical instruments and interactive books provide opportunities for children to develop early technology skills. They work out which buttons to press to make the interactive toys and games work. Activities are used by the childminder help children develop their counting skills and recognition of colours and shapes. Children use books and puzzles that help them to recognise numerals. Children count and name colours and shapes as they play with building blocks. They explore the environment under careful supervision and benefit from the childminder's awareness of their individual routines. Children feel safe and have a secure relationships with the childminder. This promotes conversations and builds children's confidence. Children behave in a manner that is supportive of their learning, they develop confidence and self-esteem because the childminder gives regular praise, encouragement and support. Consequently, children learn to share take turns and show consideration for each other.

Children enjoy opportunities to take part in physical play, both indoors and in the

garden. This helps to keep them in good health and encourages them to further develop their physical skills. Children's health is also promoted as the childminder has an understanding of health and hygiene policies when storing, preparing and serving meals and snacks to children. Individual dietary requirements are respected and written information is obtained. Drinks are readily available. The childminder informs parents about what the child has eaten. Children are encouraged to wash their hands before meals and after using the toilet, when they use individual towels which help to prevent the spread of infection.

## 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

The quality of the provision in the Early Years Foundation Stage	3
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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	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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