

## Inspection report for early years provision

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<b>Unique reference number</b>	EY309920
<b>Inspection date</b>	11/01/2011
<b>Inspector</b>	S Campbell

<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 2005. She lives with her partner and two children aged six and eight in a residential area of Dagenham, Essex. The whole of the ground floor and a first floor bathroom is used for childminding. A fully enclosed garden is available for outside play.

The childminder is registered to care for a maximum of four children under eight years at any one time; of these, two may be in the early year age group. The childminder is currently caring for five children in the early years age group. The childminder is registered on the Early Years Register and both parts of the compulsory and voluntary parts of the Childcare Register.

The family has two cats.

The childminder is a member of the National Childminding Association (NCMA) and Barking and Dagenham North West Children Come First Childminding Network.

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

Overall the quality of the provision is good.

The childminder knows children very well and is secure in her knowledge about children's individual needs. She maintains a good two-way flow of communication with parents and others to ensure children's care, learning and development is effectively met. The childminder ensures no child in her care is disadvantaged because she makes sure resources and activities are accessible to all children. The childminder has effectively used Ofsted's self-evaluation as a tool for reflective practice and to further develop her service and outcomes for children.

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

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

- further develop procedures to ensure consistent observational assessments are carried out in order to meet all children's needs and all six areas of learning are effectively covered to support children's learning journeys
- further develop procedures to ensure planning for the outdoor environment links to the six areas of learning to effectively support children's learning and development.

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

The childminder has a good understanding about how to keep children safe while in her care. She has a good understanding of child protection issues and procedures to effectively promote children's welfare. The children are cared for in an environment that has good safety measures in place. Children's safety is given priority because the childminder carries out a detailed risk assessment that takes into account both the indoor and outdoor environment.

The childminder has implemented a number of detailed policies and procedures that guide her practice. Required documentation is in place, organised and well maintained, which contributes to the safe and efficient management of the setting.

The childminder has a good understanding of child development and this is underpinned through attending continuous courses, such as NVQ level 3 in Children's Care, Learning and Development, Introduction to Early Years Foundation Stage, Diversity, Observation Assessments and planning. She is committed to attending further courses to promote the outcomes for children. The childminder is positive about the inclusion of all children and she ensures detailed information is obtained about their individual needs and backgrounds.

The childminder has developed good relationships with parents and she keeps them very well informed of children's development through the sharing of children's profiles, text messaging, photos and video clips. In addition there is a good two-way flow of communication by the use of daily diaries. The childminder effectively uses information obtained from daily diaries to extend children's learning. Hence, as a result of children visiting Newham City Farm, the childminder planned activities using farm animals and singing nursery rhymes such as 'Old McDonald'. The childminder values parents' views and they are sought through discussions and questionnaires. She receives ongoing support from her local authority and is a member of the local childminding network. Although the childminder identifies this as an area for further development she has made effective links with children's school by obtaining newsletters to establish information about the current curriculum. This allows the childminder to extend children's learning within the setting. There are good processes in place for self-evaluation and subsequently the childminder sets realistic targets to further promote the outcomes for children, such as attending ongoing courses and the development of formal six monthly reviews.

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

The children are making good progress in all areas of their learning and development because the childminder has a good understanding of the Early Years Foundation Stage. There are effective systems in place to enable the childminder to build on what children already know, for example 'All about me'. The

childminder interacts well in children's play and she continually talks to children to promote language development. Children are confident talkers and inform adults about visiting their nanny's home in Wales. Children are able to recall past events and take pleasure in informing adults that they gave the cows cake and bread.

The childminder knows children well and is able to talk about in detail how she is moving children on in their next stage of development. The childminder has good observation and assessments in place. However, procedures have yet to be fully developed to ensure consistent observations are undertaken and fully reflect all six areas of learning to enable her to effectively track all children's learning journeys. The childminder's plans are flexible and are based on children's individual needs and interests. This ensures children take part in a varied range of adult-led and child-initiated activities. The setting is very well resourced and the childminder has received funding allowing her to display children's toys in low-level storage units which further promote children's ability to make informed decisions about their play. The children happily help themselves to toys throughout the day and with guidance from the childminder tidy away abandoned resources. This strengthens the daily routine.

The children are able to use a wide variety of small tools to develop their fine motor skills when playing with the modelling dough, such as cutters, rolling pins and dough presser. The childminder effectively uses this as an opportunity to ask good open-ended questions and encourage children to think. She engages children to talk about what they are making and the colour of the modelling dough. On older children's arrival to the setting she attentively listens to what children say and when they talk about seeing a fire engine at school the childminder extends children's thinking and vocabulary by talking about seeing two ambulances and a police car on the school run. Through everyday situations the childminder provides good opportunities for children to recognise numbers and count, for example counting steps and everyday objects.

The childminder has developed good relationships with children and as a result they are confident, independent and have good self-esteem. She gets down and plays with children at their level, aiding with simple puzzles which promotes children problem solving skills. Through well organised routines children's independence skills are developing very well. They make their own sandwiches and make choices about what they would like to eat. Children receive a wide range of nutritious snacks and meals that help them understand foods that are good for them. Some planning takes place to further promote children's well-being because they take part in a range of outdoor experiences, such as picnics in the park, messy play, sensory play and going to the library. The children are cared for in a clean and well maintained environment. Children learn the importance of good personal hygiene through effective daily routines, for example washing their hands at appropriate times. The children are very well behaved and benefit from constant praise and encouragement. The childminder effectively follows children's lead in regards to what they would like to play with, enabling them to take responsibility for their learning. Children's well-being is promoted very well because through the undertaking of regular fire drills they learn how to leave the premises quickly and safely. The childminder reinforces children's awareness of safety by talking to them about stranger danger and road safety. Children's learning is further supported by

attending a road safety session at the local children's centre where they play with props, such as traffic lights and playing with a lollipop stick. Overall, children are cared for in child-orientated and very well resourced learning environment that meets the needs of all children's age, stage and abilities.

## 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