

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY401949
<b>Inspection date</b>	09/02/2011
<b>Inspector</b>	Jill Nugent
<b>Type of setting</b>	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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 registered in 2009. She lives with her husband and four children, aged 14, 13, 11 and eight, in a house in Hainault in the London Borough of Redbridge. Access to the house is at ground level directly from the driveway. The whole of the house is used for childminding and there is a secure garden for outdoor play.

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

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

Overall the quality of the provision is good.

The childminder provides a welcoming and inclusive setting for children where they feel very much at home. She promotes children's welfare effectively so that they keep safe and healthy in her care. Children have good opportunities to learn through play as they enjoy a variety of activities. The childminder has a close working partnership with parents and exchanges information with them on a daily basis. She reflects on her practice and this enables her to work towards continually improving the outcomes for children.

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

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

- review and develop the system of observational assessment to ensure that children's individual learning needs are met effectively.

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

The childminder's documentation is well organised and readily available. Her handwritten policies are adapted specifically to her practice. She ensures that children are safeguarded in her care. She is confident in her knowledge and understanding of child protection issues and knows what to do if she has any concerns. She carries out thorough risk assessments of her premises, and each type of outing that children take part in, to minimise potential hazards. Children practise an evacuation plan so that they know what will happen in an emergency situation.

The childminder makes good use of the rear extension on her house to provide an attractive play area for children. She encourages them to make their own choices through setting out a selection of books, toys and creative materials. Children particularly enjoy playing outdoors in the garden, where they have safe access to a large trampoline, and also relish quiet times in the lounge. They enjoy each other's company and are supervised closely at all times. As a result children learn to keep themselves safe whilst enjoying the various play activities.

The childminder shares her policies with parents and provides useful information about her childcare practice. Parents complete written contracts and consent forms. They appreciate the opportunity to stay and talk with the childminder when collecting children. In this way they are able to receive feedback about their children's care and development, and are encouraged to become involved in their children's learning. Parents are happy with the care offered to their children, in particular the 'family orientated' nature of the provision.

The childminder uses self-evaluation to reflect on her practice, noting her strengths and those aspects which she would like to improve. She has completed her initial childcare training and is interested in accessing further training events. She seeks advice through her network so that she can keep up to date with her practice and try out new ideas. Her points for further development are relevant and achievable, for example, extending her range of resources and learning more about different cultures. She is proactive in partnership working with other providers to ensure that children have continuity of care.

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

Children are well settled and show much interest in the activities on offer. They have good opportunities to explore and investigate with the support of the childminder, for example, finding out which objects sink or float in a bowl of water or trying out different coloured paints on paper. The childminder enhances children's play through coming alongside them, engaging them in conversation and searching out extra resources. She affirms children's own choices of activity and encourages children to think for themselves. In this way children become active and creative learners, gaining self-confidence and independence.

Children are well behaved and attentive to the childminder. She is firm but calm in her approach, encouraging children to respect others. She helps children to gain personal independence through the use of star charts, which both engage and enthuse children. She has introduced an effective system of observational assessment, creating attractive learning journeys in scrapbooks to show children's progress. Observations of children's learning are also noted in diaries alongside ideas for future planning for individuals and groups. Although her observations of children's learning are relevant and useful the system is a little complex and does not enable her to focus easily on meeting children's individual learning needs.

Children feel safe and secure in the setting and take care when moving around choosing activities, either indoors or outdoors. They are offered healthy and nutritious meals, enjoying the social aspect of mealtimes as they sit together to eat and talk. Children are able to access drinking water at all times and have opportunities to relax during the day. The childminder is aware of any medical conditions or dietary requirements and ensures that children receive medication if necessary. She provides a range of opportunities for outdoor play, in the garden or park, and takes children for walks in the local area. Children are very happy in the childminder's care and benefit from her flexible approach to each day.

## 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

The quality of the provision in the Early Years Foundation Stage	2
--	---

### 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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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
--	-----