

## Inspection report for early years provision

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<b>Unique reference number</b>	EY232845
<b>Inspection date</b>	18/02/2011
<b>Inspector</b>	Shawleene 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 2003. She lives with her two adult daughters in Hornchurch in the London borough of Havering. The whole of the ground floor is used for childminding and a fully enclosed garden is available for outside play.

The childminder is registered to care for a maximum of 6 children under eight years at any one time; of these 3 may be in the early year age group. The childminder is currently caring for two children in the early years age range. The childminder is registered on the Early Years Register and both parts of the compulsory and voluntary Childcare Register.

The childminder is a member of the National Childminding Association (NCMA).

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a caring and secure environment allowing children to have a sense of belonging. Children are able to freely explore in an environment that is safe and secure which promotes their welfare. The childminder knows all children well to ensure no child is disadvantaged while in her care. The childminder has not addressed the previous recommendation and not all required documentation is well maintained. The processes for self-evaluation are not fully effective to identify the weaknesses of the early years provision. The childminder has built positive relationships with parents and others to ensure children's care, learning and development is adequately supported.

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

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

- review the current practice of recording children's attendance to ensure records maintained reflect the times of arrival and departure (Documentation) (also applies to the Childcare Register) 20/03/2011
- obtain written permission from parents for seeking emergency medical advice or treatment (Safeguarding and promoting children's welfare) 20/03/2011

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

- further develop procedures to ensure systematic observations and assessments are carried out to reflect the six areas of learning and identify

- children's next steps to effectively track children's learning journey
- further develop knowledge and understanding of the Early Years Foundation Stage to effectively support children's learning and development
- further develop the self-evaluation process to help identify ways to improve outcomes for children
- further develop arrangements for sharing children's developmental records with parents to enable them to contribute to children's learning

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

Children's welfare is promoted well because the childminder has a sound understanding of safeguarding issues and procedures. Most documentation is in place and well maintained with the exception of the recording of children's hours of attendance and obtaining written parental consent to seek emergency medical advice or treatment.

The children are cared for in a safe environment because there are appropriate safety measures in place. The childminder carries out regular risk assessments including for outings. This promotes children's safety both indoors and outdoors. Since the last inspection the childminder has attended some courses to further promote the outcomes for children, for example Early Years Foundation Stage Conference and Briefing, Food Safety & Hygiene and Behaviour Management. The childminder demonstrates commitment to attend further courses to promote children's welfare, for example child protection.

Although there are some processes in place to self-evaluation they have yet to be further developed to enable the childminder to effectively identify areas for improvement. The childminder has gathered information about children's individual needs and backgrounds to ensure their needs are known and met. This promotes an inclusive environment.

The childminder has developed positive relationships with parents and outside agencies. Most required documentation is shared with parents to promote children's welfare, for example accident records, policies and procedures. However, procedures have yet to be fully developed to ensure children's developmental records are shared with parents to enable them to effectively contribute to children's learning and development. The childminder has made secure links with children's school to ensure their learning is extended within the home.

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

Children are happy and well settled because the childminder provides a warm, family like environment. Although children are steadily making progress in their learning and development there are basic systems in place for the undertaking of observations and assessments. Observations identify what children can do, but

have yet to be fully developed to reflect the six areas of learning and identify children's next step to enable the childminder to effectively track their learning journey.

The childminder has some understanding of the Early Years Foundation Stage. She is able to talk about children's developing personalities, likes and dislikes. Some information is obtained verbally about children's routines which allow her to build on what they already know and promote continuity of care. The organisation of the day allows the childminder to support individual children. She engages well in children's play to support their learning and development, such as looking at simple picture books.

Children happily babble throughout the day and attempt to sing their favourite nursery rhymes 'Old McDonald' and the 'alphabet song'. Children's language skills are developing well because the childminder continually talks to children. The children benefit from close interactions. They receive kisses and cuddles throughout the day. In addition they enjoy rubbing noses with the childminder. This promotes children's sense of belonging and confidence.

The children regularly attend community groups, such a toddler group, art and craft. This allows children to interact with their peers and others. The children have access to a wide range of resources and the childminder ensures they are regularly rotated to maintain their interest. They have access to a variety of role play toys to enable them to act out real life situations, such as dressing up, finger puppets, kitchen and play house. Children's creative and imaginative skills are developing well because they take part in a range of craft activities, such as drawing, using chalks, sticking and modelling dough. Children's good health is promoted well because they regularly take part in outdoor activities. They use a range of large equipment, such as tunnels, see saw and cars. Children's parents provide their meals. However, the childminder ensures children are given nutritious snacks throughout the day, such as fresh fruit. The children are cared for in a clean and well maintained setting. From an early age, children are beginning to learn the importance of appropriate personal hygiene through everyday routines, such as washing hands. They have individual hand towels and they are changed on a regular basis which minimises the spread of cross infection.

Children are beginning to take responsibility for keeping themselves safe because regular fire evacuation drills are undertaken. The children behave well and throughout the day the childminder praises children for the efforts and achievements. House rules are displayed and often discussed with children enabling them to gain an understanding of right from wrong. The children have begun to learn about different cultures and beliefs through planned activities, such as Diwali, Chinese New Year and Christmas. This encourages them to gain an understanding of similarities, differences and the wider community. Overall, children are interested in the resources offer and they are able to make informed decisions about their play because resources are readily accessible.

## 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

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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:

Not Met (with actions)

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

Met

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report 20/03/2011