

## Inspection report for early years provision

---

<b>Unique reference number</b>	119668
<b>Inspection date</b>	21/03/2011
<b>Inspector</b>	Liz Corr
<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 was registered in 1997. She lives with her husband and two sons. They live in a three bedroom flat on the first floor of a purpose built block. The premises are accessed from the ground floor by a stair case. They live in the E3 area of the London Borough of Tower Hamlets. Children have access to the living room and one bedroom.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of five children under eight may attend at any one time, of whom, three may be in the early years age range. There is currently one child on roll in the early years age range. The childminder is a member of her local childminding network.

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

Overall the quality of the provision is good.

Children are settled here as the childminder gets to know them well. Secure partnerships have been developed with parents, which provide a two-way flow of information to meet each child's individual needs and promote inclusion. Effective systems for recording children's progress towards the early learning goals are in place and shared with parents. The childminder has begun to develop systems to evaluate her provision to promote good outcomes for children.

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

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

- update the record of risk assessment to include any assessments of risk for outings and trips
- further enhance the good systems for developing communication by promoting children's understanding of other languages including their home languages.

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

The childminder has a secure knowledge about child protection procedures and is fully aware of how to recognise and report child protection concerns. Children's safety is generally very well protected as there are clear risk assessments in place for the home. Although the childminder assesses the risks to children for each type of outing and clearly describes how she promotes their safety outdoors, she has not provided written risk assessments for each type of outing. Required records and permissions are provided to support children's health and safety including,

those for accident reporting and permissions for emergency medical advice or treatment. Furthermore, the childminder has a valid first aid qualification which ensures that any accidents are managed appropriately.

The childminder has begun to reflect on her practice using the Ofsted self-evaluation form. She is committed to continually improving her service and improving outcomes for children. She has developed secure support through her local childminding network. She regularly updates her professional knowledge which helps her informed of new practises and information.

Successful relationships have been developed with parents. The childminder has devised a range of policies and procedures which she shares with them. Consequently, they are well informed about her service and her responsibilities. Daily discussions provide a two-way flow of information which keeps both parties well informed about children's progress. Useful information is recorded about each child's individual background which ensures the childminder meets their individual needs. Parents are very happy with her service, recent comments state that they appreciate her helpful advice and feedback. They also say that the childminder is flexible and professional. The childminder has good experience of working in partnership with other professionals who are involved in the care and education of children in her care.

The childminder is committed to providing an inclusive environment. Children are developing a good awareness of themselves and of the diverse community around them. Consequently each child is valued and included.

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

Children benefit from a warm and friendly relationship with the childminder. She provides positive interaction and support as she sits at their level. This ensures she can see and hear when they need her help. Children are confident and easily approach her for example, when they want her to read to them or need help building the train track. Their confidence is increasing as they are able to access play materials from the living room which are rotated regularly. Further resources are loaned from the local toy library to promote their interest and teach them new skills. Children are provided with a variety of ways to promote their language skills. For instance, the childminder listens carefully to what they are trying to communicate whether they use gestures or language. She gently provides help by helping them to build sentences and extending their vocabulary. She promotes their appreciation of books by using props which encourage children's interest. For example, they are very keen to use the finger puppets which illustrate familiar songs. As they put a spider puppet on their finger they sing the words to incey, wincey spider. Furthermore, the childminder has undertaken training in supporting children's early language skills, in partnership with parents. The childminder has identified as an area of improvement that she wishes to further promote children's awareness of their own home languages and those that are unfamiliar to them.

Children's learning is continued outdoors as they visit local parks and a variety of local drop-in groups. Following one child's interests in trains they took a trip on the local docklands light railway. Children develop useful social skills as they learn to play in larger groups and consequently learn to share and take turns. Children's behaviour is well managed as they are praised and encouraged throughout the day. This promotes their self-esteem and good behaviour. Minor behavioural issues are dealt with sensitively as the childminder talks gently to the children and finds out what they need.

The childminder has a secure knowledge of the Early Years Foundation Stage and continues to develop her knowledge through her childminding network. Regular observations and assessments are undertaken, which show how the children are making progress towards the early learning goals. Their progress is shared each week with the parents who are encouraged to share children's interests from home and be involved in their child's learning.

Children's health is well prompted as they are provided with healthy meals and snacks. They enjoy fruit snacks and fresh drinking water and cooked meals later in the day. They are able to practise good hygiene as they are encouraged to wash their hands regularly using soap and paper towels. A good balance of indoor and outdoor play provides them with daily opportunities for fresh air and exercise. Children are learning how to keep safe as they regularly practise the emergency evacuation with the childminder. Furthermore, their awareness of road safety is promoted as they are learning how to cross in safe places and the importance of the symbols at the traffic lights.

## 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
--	-----