

## Inspection report for early years provision

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<b>Unique reference number</b>	156149
<b>Inspection date</b>	29/03/2011
<b>Inspector</b>	Sharon Henry

<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 1993. She lives with her husband who is also a registered childminder within the Chingford area within the London borough of Waltham Forest, within easy walking distance of shops, parks and schools. The whole of the ground floor is 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 three time, no more than one may be in the early years age range. The childminder is also registered by Ofsted on the compulsory and voluntary part of the Childcare Register. She is currently minding two children in the early years age group

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a welcoming, inclusive service in which all children are treated as individuals and have their care needs met. Parents are involved in their child's care, but less so in their learning and development. The children make progress but the childminder has no effective assessment system in place to ensure they achieve as much as they can across the areas of learning. There are some weaknesses in documentation, which has an impact on the childminder's ability to fully secure children's well-being. She has a very positive attitude to improvement and is beginning to evaluate her practice to ensure continual improvement for children and their families.

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

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

- ensure written parental permission is requested, at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future 29/04/2011
- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect. 29/04/2011
- conduct a risk assessment and review it regularly. Ensure the risk assessment identifies aspects of the environment that need to be checked on a regular basis (Also applies to the compulsory childcare register) 29/04/2011

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

- undertake sensitive observational assessments to plan to meet young children's individual needs and to provide experiences appropriate to each child's stage of development to help them progress towards the early learning goals
- ensure children have daily access to outdoor play
- develop further the use of self-evaluation to encourage a culture of reflective practice and identify aspects of the childcare provision that require further improvement

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

Children settle well at the childminder's home. She is attentive and has a very caring approach, which means they develop close and trusting relationships with her. They clearly feel at ease in their surroundings and relate well to the childminder. The childminder is generally active in ensuring children are safeguarded; she has recently attended safeguarding training and therefore has a sound understanding of the local safeguarding procedures. She is confident in her role regarding the reporting of concerns, however, she has yet to devise a written safeguarding policy and procedure, which is a requirement under the Childcare register.

Children access a safe home environment, as the childminder completes daily visual risk assessments within the home and has some safety equipment in place such as smoke alarms on all levels of the home as well as a safety gate which ensures the kitchen is inaccessible to children. However, the childminder has not implemented any record of risk assessments carried out for the home, garden and outings undertaken with the children which compromises their safety and is a breach of regulations. Children play with a suitable range of resources within an enabling environment to promote their independent play. Children benefit from a wide range of age appropriate resources, all of which are in clean and in good condition and suitable for the children present, Space is used effectively allowing children to move freely and access equipment independently and, as a result, they are able to make choices and create their own learning environment.

The childminder has developed a strong working relationship with the parents of minded children. They are provided with information at the beginning of any minding arrangement and a portfolio is shared that contains details about the childminder and the service provided. Through thank you cards and letter, parents comment positively on the service provided and how happy their children are in the childminder's care. A collection of written policies clearly explain the childminder's everyday practice and procedures, and regular two-way communication ensures that parents are kept informed about their children's routines. Most of the regulatory records and documentation are in place and maintained efficiently, however, she has yet to devise a written procedure for dealing with concerns and complaints and she has not secured written permission

for emergency medical treatment or advice as required by regulations.

The childminder is generally aware of some of her strengths and areas requiring further development. For example, she recognises that she needs to develop her knowledge of the Early Years Foundation framework and has sought advice from the Early years team. However, her system of self-evaluation has yet to be developed to ensure all aspects of children's care and learning are continually monitored.

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

The childminder is beginning to develop an understanding of the Early Years Foundation Stage; as a result children are making sufficient progress in their learning and development. However, the provision for children's learning and development is not yet fully developed with regard to systems for planning, observation and assessment. Children settle easily and are helped to feel secure in a safe environment. They benefit from the warm and supportive relationship with the childminder, who provides them with plenty of positive attention and praise. They benefit from lots of close physical contact and cuddles. This helps them to gain in confidence and to develop a sense of belonging. In general, the childminder focuses well on children's care needs and keeps up a dialogue with children to stimulate their responses and to encourage their communication. As a result, children make suitable progress in their early communication skills. Children engage in creative activities such as sticking and drawing and use resources such as feathers and glitter to create colourful design which they then proudly show the childminder. A well-equipped role play area provides children with the opportunity to be imaginative as they excitedly put on wellingtons and hats. Younger children are able to explore their environment by crawling and pulling themselves up on the furniture; they enjoy programmable equipment where they press buttons to create different sounds and actions. Children personal, social and emotional development is generally supported. For example; meal times are social events where they all sit and eat together and indulge in conversations. However the opportunities for children to develop relationships with others outside the home are limited. Even though there is some provision for children to develop their physical skills within the home, this is not extended to outside the home, and, as a result, children do not have regular access to outdoor play.

The childminder generally supports children well during activities by encouraging them to talk about what they are doing and by teaching them new skills. Children behave well and respond to the childminder's gentle guidance. She acts sensitively to ensure new children understand the boundaries and she helps them to understand how to be gentle with babies. Children are cooperative and help to tidy away when they have finished playing with toys. They develop good personal habits as they follow clear hygiene practices such as washing their hands before eating. Children learn about healthy eating through discussions and opportunities to eat healthy meals and snacks. For example, meals include a range of pulses,

vegetables and fresh fruit is offered as a snack.

## 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:

Not Met (with actions)

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 29/04/2011

To comply with the requirements of the voluntary 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 06/04/2011