

## Inspection report for early years provision

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<b>Unique reference number</b>	118816
<b>Inspection date</b>	13/04/2011
<b>Inspector</b>	Caroline Preston

<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 1995. She lives with her husband in Hornchurch in the London borough of Havering, close to shops, parks, schools and public transport links. The whole of the ground floor of the childminder's house is used for childminding. There is a fully enclosed garden available for outside play. The childminder is registered to care for a maximum of six children under eight years at any one time; no more than three of these may be in the early years age range. The childminder is currently minding three children in the early years age group. She also offers care to older children up to the age of 11 years. The childminder is registered on the Early Years Register and the, compulsory and voluntary parts of the Childcare Register. The childminder collects children from the local school. The childminder is part of the Havering childminding network.

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

Overall the quality of the provision is good.

Children's individual needs are met overall and they make good progress towards the early learning goals of the Early Years Foundation Stage. A wide and interesting range of play experiences and resources support children's learning well overall. They have plenty of opportunities to learn about their local environment and develop friendships at playgroups. Children are safeguarded as procedures are robust. Self-evaluation helps the childminder meet the needs of children, as her practice has improved because of it.

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

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

- improve further children's ability to achieve and enjoy by providing a wider range of resources in the outdoor area, in order to help children develop their problem solving, reasoning and numeracy skills.

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

Children are safeguarded as robust procedures are in place and recent relevant training ensures the childminder's knowledge of these is up to date. Children are cared for in a safe and supportive environment. Daily risk assessments for the premises and when on trips, identify any potential hazards or risks to children, which the childminder minimizes effectively to keep children safe. Partnerships are well established with other providers who deliver the Early Years Foundation Stage that children attend. This promotes children's well-being and achievements, as

relevant information is shared and learning continues.

Highly positive relationships with parents support the education and care of children. Parents' views are sought about the service offered, which has led to improved outcomes for children. Parents have access to their children's records of progress and achievements, together with photographs that show how children play and learn. This supports a good two-way flow of information that helps keep learning progressive. Self-evaluation has identified ways to improve practice accurately, for example, by meeting the needs of all children through rearranging the snack time system. The childminder shows a clear vision for her future provision and determination to improve, through undertaking regular training. Current training includes taking a relevant level three qualification, which helps her meet the needs of the children. This is because of gaining up-to-date knowledge of childcare practice.

Equality is promoted well throughout the care and education children receive; this supports their development and sense of belonging. This is done through ensuring individual children have their needs met by gaining a thorough understanding of their backgrounds and providing equal access to all learning experiences. Children's learning is supported well overall by having access to a good range of play resources. These are appropriate for their stages of development; however, not all required areas of learning are supported in the outside area. Good quality resources include books, role play toys, arts and crafts, large outdoor play resources and games.

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

Good knowledge of the welfare, learning and development requirements of the Early Years Foundation Stage Guidance guides the childminder in supporting children's progress. Activities are planned around each child's stage of development; observations and assessments are robust. Good quality interaction with children helps them to feel secure.

Children's behaviour is good; they play well alongside each other and older children support younger ones. They use language imaginatively, for example, when chatting to the childminder during daily conversations. Children develop early skills that lead to reading and writing as they play with sand and listen to stories. For example, they handle both factual and rhyming books. Children learn how to problem solve as they take part in clay modelling and cooking; they also enjoy gluing and painting. However, there are too few mathematical resources outside, which hampers progress for those who learn better in outdoor environments. Children's creativity is promoted as they visit the beach and make sandcastles, feed the ducks in the park and dress up in different costumes.

Children develop curiosity as they grow potato head plants and try foods that are new to them. Children respond to a range of festivals, which supports their developing understanding of people's differences in a positive manner. They learn

about safety as they cross roads, when road safety is explained to them. They learn about 'stranger danger' in an appropriate way, which they understand. Children behave very well and care for each other. They interact positively with the childminder and know hygiene routines.

Children show a good understanding of what constitutes a healthy lifestyle. They learn about what foods are good for them such as fruit as this is explained to them. They enjoy healthy snacks and drinks, and taste different foods from different cultures. Children take part in a wide range of physical activity; they walk a lot in the local environment. They enjoy play in the garden and local parks. Young babies are settled as all their needs are met well.

All children show a strong sense of belonging. They play with a wide range of suitable toys and resources. They self-select from plastic trays in the playroom and behave well. They are confident and have strong self-esteem as they play alongside each other. Children respond to Chinese New Year, Christmas and Diwali, they have access to toys that promote differences. Children from different age groups communicate well together. Young babies enjoy playing with programmable toys. This supports their understanding of how things work, as they push buttons and watch what happens, so gaining useful skills for their future lives. Children act out adults' roles as they engage in pretend play, for example in the pretend kitchen.

## 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