

## Inspection report for early years provision

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<b>Unique reference number</b>	EY258799
<b>Inspection date</b>	30/03/2011
<b>Inspector</b>	Natasha Parsons
<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 2003. She lives with her husband and three children in a house in Romford, Essex. The childminder uses the whole of the downstairs for childminding. A fully enclosed garden is available for outside play. The family have a large number of pets, including two dogs, three cats, rabbits, a rat, snake and guinea pigs.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for no more than six children under eight years at any one time; of these, three may be in the Early Years age range. The childminder currently has three children on roll, two of whom are in the early years age range. She is an accredited childminder and is a member of the National Childminding Association (NCMA).

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

Overall the quality of the provision is good.

The childminder is enthusiastic and committed to providing a high level of care to support children's ongoing learning, development and care. An accurate knowledge and understanding of child development and the Early Years Foundation Stage (EYFS), results in effective written observations, assessments and planning. Consequently, children are making good progress towards the early learning goals. Good parental partnerships results in parents who are well informed about their child's development and well-being. The childminder demonstrates an ongoing commitment towards continuous improvement and purposeful self-evaluation.

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

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

- develop systems to ensure wider partnerships with other professionals delivering the EYFS are in place to further support children's learning and development

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

The childminder has sound understanding of her responsibilities with regards to child protection issues; she knows the procedures to follow if she has any concerns about children in her care. The childminder supervises and monitors children at all times, and ensures good levels of supervision around the family pets. Children benefit from a range of safety equipment indoors, and twice yearly risk assessments and daily visual checks enable the childminder to identify and address

potential hazards to children.

The childminder works closely with parents to recognise, understand and meet each child's needs. She affectively shares all relevant records with parents, such as medication, accident records, children's progress reports and learning journals. A parents' pack that provides details about the service and a comprehensive range of policies enable parents to be fully informed about the provision. Parents comment favourably on the childminder and the service she provides. All children are welcomed and included; children's second languages are recognised and supported when the childminder learns some key words, for example caterpillar, and children are encouraged and applauded for their bi-lingual skills. While the childminder is committed to building positive relationships with the other settings that children attend, being keen to liaise with teachers and carers to continue children's learning experiences, this has not been fully addressed.

The childminder continues with her own professional development through training, and is an accredited childminder and a member of a support network group. As a reflective practitioner, she works with another professional to evaluate and reflect on her practice to improve her service. Self-evaluation is further supported through written evaluation documents accurately reflecting the service provided and its strengths. This demonstrates the childminders capacity and commitment to improve outcomes for children.

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

Children are looked after by a caring and committed childminder and they have formed positive relationships with her and their peers. They talk positively and with confidence about their time in the setting, including what they enjoy doing and the attributes of the childminder. Children are provided with a range of interesting and stimulating activities, with a good balance of child and adult led activities. Children move with confidence between the indoors and outdoors. Outdoors, they enjoy playing with sand and jumping on the trampoline, developing their physical skills as the fresh air promotes their good health. The home is child friendly; there are lots of visual learning experiences including posters and mobiles, and the use of wooden equipment promotes sensory awareness. Mathematical skills are promoted when children count numbers and a good range of equipment is in place. Children are learning to take responsibility for their own safety when they carefully climb the steps up to the trampoline and are reminded to sit on chairs.

Children learn about the value of hand washing after messy play and are further prompted by visual aids in the bathroom. They are provided with healthy meals and snacks, for instance apple and dried fruit, and are developing an awareness of healthy eating through discussion and chart recording at mealtimes. Healthy meals are planned and children contribute to the discussion and decisions about the food consumed. Children develop skills for the future when they help in the preparation of snacks and participate in cooking activities.

Children spent time in the local community engaging in a range of activities, including visiting local parks, conservation sites, children's play centres and appropriate childcare groups. They explore the local area using public transport links, and this compliments their home travel experiences. They develop their knowledge of nature when they plant seeds for carrots and lettuces, as they discuss what is needed for seeds and plants to germinate and grow. They learn about caring for others through the interaction with their peers and the many pets within the home, which they are taught to respect and handle carefully. Children use a range of programmed equipment including computerised toys, and develop an interest in music as they use maracas, triangles and xylophone. Their language and reasoning is developed through all play opportunities as they explore and explain what they are doing, well supported by the competent and confident childminder.

## 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	3
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
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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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