

## Inspection report for early years provision

---

<b>Unique reference number</b>	128328
<b>Inspection date</b>	26/05/2011
<b>Inspector</b>	Jennifer Liverpool
<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 1998. She lives with her husband and their adult son and eight year old daughter in Wanstead in the London borough of Redbridge. The whole ground floor of the childminder's house is used for childminding purposes. The bathroom and toilet facilities are located on the first floor of the premises. There is a fully enclosed garden for outdoor play.

The childminder is registered to care for a maximum of six children under eight years; of these, not more than three may be in the early years age group, and of these, not more than one may be under one year at any one time. There are currently four children in the early years age group on roll, and of these, two attend part time hours. Two children in the later years attend before and after school. The childminder also cares for one child over eight years. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder takes children to and collects them from local schools. She helps to run a local childminding group and also attends the local toddler groups. She is a member of the National Childminding Association and the Woodford and Wanstead Childminding Network.

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

Overall the quality of the provision is good.

The childminder's effective procedures, daily routines and practices ensure that children's welfare is consistently promoted. Children make good progress in their learning and development through generally good observation and assessment systems, and because the childminder provides stimulating activities to meet their needs. Effective partnership with parents and other providers promotes continuity of care and learning for the children. The childminder is committed to equality and diversity and respects children's differences. The childminder is reflective of her procedures and practices and demonstrates a good capacity to maintain continuous improvements.

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

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

- provide parents with regular opportunities to see and contribute to their children's observation and assessment records
- vary the times of the fire evacuation practises so that all children have opportunities to participate and become familiar with the procedures
- analyse observations and assessments to identify and plan the next steps in

children's learning to ensure that they consistently move on at a good pace

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

The childminder has a good understanding of issues relating to child protection and safeguarding, and ensures that she attends regular training to keep her procedures up to date. She has developed her knowledge through completing on-line safeguarding training courses, which shows her commitment for continued professional development. The childminder is very clear about her role and responsibility to promote children's welfare, and takes active steps to ensure that any persons in the house over the age of 16 years are suitably checked. The childminder carries out regular risk assessments on all areas that children come into contact with, both indoors, outside and on outings, to minimise hazards and ensure children's safety. Fire safety equipment is maintained and a record is kept of the emergency evacuation practices; however, the childminder has tendency to carry out the procedures after school, which means that the children that attends on a part time basis do not get many opportunities to practise the procedures. The childminder holds a current first aid certificate. This means that she can give appropriate care to children if they sustain minor injuries in her care.

The childminder's home and resources are well organised to meet the needs of the children in her care. Children have use of the dinning room for sleep and relaxation. Toys and resources are plentiful and developmentally age appropriate. Also, toys are stored at levels that children can easily and safely access. This motivates children to play and learn. The childminder's self-evaluation demonstrates that she has an understanding of the strengths of the provision and clear aims to improve the outcomes for children. The childminder is committed to ensuring that her practice is inclusive for all children and their families. For example, she respect parents wishes and organises the day to meet children's needs regarding their routine care. Comprehensive policies and procedures contribute to children's welfare.

The childminder has developed strong working relationships with parents. They are provided with a wealth of information about the setting and their children. This includes an attractive information pack with details about the childminder's role, training certificates and policies. The childminder has successfully met a recommendation raised at the last inspection and now keeps a daily communication book for younger children, and this information is given to parents each day. It highlights children's routine care and daily activities. Parents are made aware that observations are carried out on their children as they are requested to give their written consent. The childminder verbally informs parents about their children's development and achievements, although systems are not yet in place to share observation records and involve parents in contributing to their children's observation assessments. Parents' views about the setting are sought through questionnaires. They value the good range of activities offered to their child and feel reassured about the quality of care provided. The childminder actively liaises with other providers to promote the integration of care and learning for the

children that attend other settings.

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

Children are happy and enjoy their time in the setting because of the warmth and good quality care that the childminder gives. This helps children to feel secure and enable them to grow in confidence. Children develop a sense of belonging and feel valued because the childminder show appreciation of their work, which is attractively displayed around the room for all to see. Close relationships are evident as children approach the childminder hugs and comfort. Children are beginning to develop good relationships with their peers as they play alongside each other during free play and together at planned group activities. Children have regular opportunities to develop their social skills through visits to the childminder's and toddlers groups, where they participate in large group activities with other children.

Children receive support to ensure that activities and equipment are suited to their developmental needs. For example, younger children are offered large size paint brushes so that they can develop competence in handling a range of tools for mark making and drawing. The childminder has developed an encouraging assessment system and she uses photographic evidence together with written observations. These written observations provides information of children's achievements in each of the different aspects within the six areas of learning, which enables the childminder to have a good knowledge of children's all round development. However, at present the observations are not yet used to identify and plan for the next steps in children's learning, in order to consistently challenge and extend their understanding and skills.

Children become independent learners as they make choices about their play from an extensive range of toys and equipment available to them around the room. Children's communication and language skills are well developed as the childminder spends time talking to children and encouraging language through singing and reading. There are a range of posters on display that help children to recognise letters and numbers. Children enjoy listening to stories. The childminder read the story of 'Handa Surprise' to children using props to capture children's attention. She encourages children's contribution as she asks questions about a recent planting activity, which older children were able to recall and confidently talk about planting broccoli. The childminder use the story to develop children's understanding of the wider world, by explaining that some people in other countries carry baskets of fruits on their heads, and that some people live in different types of houses.

Children benefit from daily opportunities for physical play and fresh air as they independently access the garden for outdoor play and regularly visit toddler groups and local parks. They learn the importance of healthy living as they are supported to wash their hands before meals, after painting activities and after visiting the toilet. Children's good health is further promoted as they are provided with

balanced and nutritious meals and offered a range of fruits daily. Most children are learning how to safely evacuate the premises in an emergency as they have regular opportunities to practise the emergency evacuation.

## 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
--	-----