

## Inspection report for early years provision

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**Unique reference number** 160203  
**Inspection date** 13/06/2011  
**Inspector** Marilyn Peacock

**Type of setting** 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 2001. She lives with her husband and three children in Collier Row in the London borough of Havering. The whole of the ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play.

The childminder may care for no more than five 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. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register and is currently minding one child under five during the day on a part time basis. She also minds older children before and after school and during school holidays.

The childminder is a member of the National Childminding Association.

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

Overall the quality of the provision is good.

Children are happy and settled and enjoy a range of fun play activities that meet their individual interests and capabilities. They play in a clean, safe and secure environment. There is a friendly and helpful partnership with parents and carers which promotes children's welfare successfully. Key documentation linked to safeguarding and promoting children's welfare generally meets the requirements of the Early Years Foundation Stage. The childminder is starting to become aware of her strengths and areas for development she demonstrates a satisfactory capacity for further improvement.

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

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

- develop systems for evaluating the quality of the provision
- use assessments of children's learning so far to identify the next steps on their learning journey
- make sure risk assessments cover everything which children come into contact with.

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

Children are safeguarded as the childminder has a clear understanding of child protection policies and procedures. She is aware of her role and responsibility to

protect the children in her care. Parents are made aware of her child protection policy so that they know what action she will take if she has any concerns. Children are well supervised by the childminder. They are able to explore the environment safely as the childminder has limited hazards in the home. Written risk assessments are undertaken for the areas within her home used by the children, which identify most hazards and enable preventive measures to be put in place to protect children.

Children are well supported and encouraged throughout their time in the childminder's care. The learning environment is well organised with easy access to resources that meet their individual needs well including resources which reflect positive images of diversity. Policies and procedures are in place and used by the childminder to ensure children's welfare is effectively safeguarded and promoted. She keeps detailed records and observations of children's progress. However currently the observations are not used to assess the next steps in children's learning or to plan for their progress. The childminder has a clear understanding of the Early Years Foundation Stage but has not introduced a culture of regular reflective practice in order to identify the strengths of the setting or to identify areas that could be improved.

Children are comfortable and secure in the childminder's home. They are making progress in all areas of their learning and development. The childminder works effectively with parents and other carers. She ensures that she finds out all of the relevant information she requires from parents to meet their child's individual needs while they are in her care. She continues to build positive relationships with parents, who are given daily information about their child's routine and activities. A colourful record of children's achievements containing photographs and samples of children's work provides parents with a lasting memento as well as an accurate account of their child's progress. The childminder has developed good links with the local school, development workers and is in contact with other nearby childminders. This promotes continuity in children's learning and helps to ensure children receive the best learning opportunities to support their learning, or if they need additional support or help.

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

Children are settled and independent, they demonstrate a trusting happy relationship with the childminder as they move around the home selecting resources which interest them. A well organised range of tactile and early-play resources are in place for younger children and older children enjoy art-crafts activities, play games and role play. The childminder takes care to ensure children's speech and language is well supported. She uses songs and rhythms to introduce new vocabulary to the youngest children that attend. Children are effectively introduced to shapes, colours and numbers as they play. Children's physical development is effectively supported and children learn about nature and the wider world during regular outdoor activities. The childminder also takes careful note of individual children's interests and preferences, to support their

learning. For example, one particular child's current interest is in all things to do with wheels, and this knowledge is used to plan and present resources and activities to support and expand the child's interest. Behaviour is good. Children receive lots of praise and encouragement as well as consistent messages on acceptable behaviours. The children are developing positive attitudes to others. This is because they learn about interesting events, such as Christmas and Chinese New Year.

The childminder encourages children to understand the benefits of adopting a healthy lifestyle. They make good use of the back garden for physical play, where they run around within a safe and secure environment. Regular trips to the park help to ensure children have plenty of opportunities to access more challenging experiences. The childminder makes effective use of daily routines to enable children to learn about being healthy and staying safe. For example, she helps children learn good hygiene practices, as she makes sure they wash their hands at appropriate times. Children develop an understanding of dangers and how to stay safe because the childminder teaches them road safety and about playing safely in the home. Children learn about healthy eating through being offered healthy meals and snacks, and drinks are freely available throughout the day, keeping their bodies healthy and hydrated.

## 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	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>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	3
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	3
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
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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