

## Inspection report for early years provision

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<b>Unique reference number</b>	EY394042
<b>Inspection date</b>	28/06/2011
<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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 2009. She lives with her partner and son aged three years, in Romford in the London borough of Havering. The childminder's home is close to shops, parks, schools and public transport links. The whole of the ground floor is used for childminding and there is a fully enclosed garden for outside play. The childminder is registered to care for a maximum of five children under eight years at any one time; of these, three may be in the early years age range. 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 overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's needs are met overall and they make satisfactory progress towards most of the early learning goals of the Early Years Foundation Stage. Children are sufficiently safeguarded; however, not all required legal records are in place. Partnerships with parents and other professionals are adequate, which helps meet the needs of children. Self-evaluation is developing and helps to identify any weaknesses, which helps to improve the care and education children receive.

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

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

- request written permission from parents for seeking emergency medical advice or treatment. 30/06/2011

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

- include resources from a variety of cultures to stimulate new ideas and different ways of thinking.

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

Children are safeguarded because sufficient procedures are in place; this means appropriate action will be taken if concerns are raised, which supports children's well-being. Dangers are identified inside, outside and when on trips, and sufficient steps are taken to eliminate these. Most appropriate records are in place, although permission for seeking emergency medical treatment has not been sought from

parents, which is a breach of legal requirements. Reasonable plans are in place to drive improvement and embed ambition; these include plans for further training that support children's development. Equality and diversity is adequately promoted, as a fair understanding of their backgrounds helps to meet their individual needs.

Partnerships with other professionals are developing, and a reasonable knowledge of making links with others helps to support children's achievement and well-being. Generally positive relationships with parents support children's feelings of security and self-esteem, and this helps them to settle and enjoy their time with the childminder. Self-evaluation has developed sufficiently to identify any weaknesses, and appropriate steps are in place to improve the care and education children receive, which benefits children. Resources are adequate and help children to learn and develop; they are age and stage appropriate and safe. Children can easily access toys, which allows them to make choices. They enjoy play and are sufficiently engaged.

A sound understanding of the six areas of learning helps children to progress sufficiently along the early learning goals. Observations and assessment are satisfactory and the level of challenge is sufficient to interest and engage children, for example during painting activities. Children's behaviour and attitude is positive and they enjoy play and learning. They interact well and are developing new vocabulary as they talk and develop social skills.

Young children are beginning to confidently use language as they play; they listen and understand what's being said to them and are able to follow instructions. They develop early skills for reading and writing as they handle and use paint brushes and make glitter pictures. Children learn about the wider world through play resources; they show interest in toys and are eager to play when they arrive. They enjoy sitting and playing with others, which supports their curiosity, confidence and interest.

Children take part in physical activities in the garden; they learn to climb safely, run and jump and enjoy the fresh air. This develops their coordination, manipulation and movement. Children's creativity is valued as they express their own ideas during creative play activities. They enjoy showing their completed pictures with pride and display a sense of achievement.

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

Young children are developing a sense of how to stay safe; they understand how to play with the toys safely, for example not to kick balls in the house. They use the furniture appropriately and know to sit safely on the sofa when playing with programmable toys. This means that for their age and stage of development, their understanding of how to stay safe is developing adequately. Young children are beginning to show an understanding about healthy lifestyles; they learn to rest when they are tired and are offered healthy snacks and drinks. They enjoy large

physical play in the garden and follow appropriate hygiene routines, all of which helps them to develop sufficient understanding of keeping healthy.

Young children are happy and settled; they are beginning to develop sound relationships that help them to feel secure. Their behaviour is satisfactory and they learn about others through play. However, a wide variety of toys promoting others are not available to develop a better understanding of the wider world. Children are beginning to develop skills of negotiation as they self-select play resources and learn to share and take turns. Young children are becoming confident in their communication skills. They are able to say what they want and interact well during play.

## 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

The quality of the provision in the Early Years Foundation Stage	3
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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:	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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