

## Inspection report for early years provision

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<b>Unique reference number</b>	128287
<b>Inspection date</b>	13/07/2011
<b>Inspector</b>	Shaheen Belai

<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 registered in 1996. She lives with her adult son in Ilford, within the London Borough of Redbridge. The children have access to the whole of the ground floor. There is an enclosed outdoor play area for children's use.

The childminder is registered to care for a maximum of six children under eight years of age; of these three may be in the early years age range. The childminder currently has two children in the early years age range on roll, attending both part-time and full-time. The childminder is registered on the Early Years Register, the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association and is part of their Quality Assurance Scheme.

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

Overall the quality of the provision is good.

Children are very happy, settled, feel safe, confident and well occupied in purposeful play. They have a strong sense of belonging and are progressing well in all areas of learning and development. Systems for monitoring children's developmental progress are in place. The childminder meets the individual needs of all children in her care and responds to them in a highly positive manner. Partnership with parents is good and written policies and procedures contribute to the smooth running of the setting, and inform parents of the childminder's service. The childminder developed on practice since the previous inspection and begun to address self-evaluation, this demonstrates a commitment to improvement.

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

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

- ensure written observational assessment is reflective of children's learning in all six areas of learning
- continue to explore and address self-evaluation on a regular basis, to reflect on ongoing development and promote practice.

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

The childminder has a very positive attitude to developing her practice. She regularly liaises with other childminders and attends regular training to build on her good knowledge of the Early Years Foundation Stage framework. The childminder safeguards children effectively whilst they are in her care. All adults

living on the premises have undergone suitability checks to contribute to children's safety. She has completed detailed risk assessments which cover all areas of the environment and outings. Necessary precautions have been put in place to reduce risks to children and help keep them safe. For example, safety gates restrict children's access to unsupervised areas and soft padding around pillars in the garden allows children to move freely with minimal risk to their well-being. Emergency evacuation procedures are clear and practised with children regularly to enable them to develop an understanding of how to keep safe. The childminder is clear about procedures to follow in the event of having any concerns about children in her care. In addition, she has attended training in first aid, child protection, and food and safety. Systems are in place as required to document any existing injuries, any accidents that may occur and any medication to be administered to children. The childminder has a good range of policies to support her practice, which are provided to parents.

The childminder provides a good range of well maintained toys within her home and makes regular use of local facilities with the children. For example, children are taken to the local children's centre, park and on shopping trips. She spends much of her time talking with children and supporting their play, which ensures children are interested and occupied in purposeful play. The childminder has a good awareness about equality and diversity and has a good selection of resources to reflect diversity and to give recognition to different festivals, all reflective of the diverse community she lives in. She uses effective systems to support children with English as an additional language, such as learning a vocabulary of words in the children's home languages. This supports inclusion and communication.

Good partnerships with parents have developed and detailed information is shared with them. All necessary parental consents are in place to ensure parents are aware of the range of activities their children may engage in or to allow the childminder to take prompt action to seek medical assistance if the need arises. A notice board displays information for parents. Communication is strong between the childminder and parents; verbal communication is robust with exchange of details at handovers to keep parents informed.

As part of self-evaluation, the childminder has introduced the use of parental questionnaires to explore regular parental feedback, comments made by parents are positive. The childminder recently completed the Ofsted self-evaluation form and this has allowed her to generally review the positive aspects of her service as well as areas she would like to develop on, such as further training in observational assessment of children's learning. Since the last inspection, she has participated in a quality assurance scheme to gain recognition for the service she provides to children and their parents. The childminder gives recognition to working in partnerships with others. She welcomes home visits from her network coordinator to discuss training needs and ensure she is supported in her role. The childminder also recognises the value of working with other professionals engaged in children's care to promote consistency in children's care, such as with staff within settings that children may also attend in the future. Since the last inspection the childminder has ensured she has met areas identified for improvement, the action taken by her has had a significant impact on children's safety in outdoor play. This

demonstrates her commitment to improvement.

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

The childminder's positive engagement and observations of the children enable her to know the children in her care very well. Children's learning is assessed; observations are detailed and the next steps of learning are identified. Although the childminder has a good understanding of child development and provides a wide range of learning opportunities, written observational assessment does not reflect learning in all six areas of learning to inform the childminder fully of the learning journeys of individual children towards the early learning goals. The childminder welcomes all children and takes steps to ensure resources are suitable to meet varying needs and interests. She carefully organises the environment both indoors and outdoors to ensure young infants can also engage in activities alongside older children. She carefully selects resources to ensure they are reflective of children's individual learning and developing interest. She also notes from observation where children feel more comfortable to play, such as outdoors to promote calm behaviour in children and the wishes of the children. Therefore the childminder has organised the outdoor play area very well to be used as a free flow area from the indoors.

Children enjoy action songs and listening to music from different cultures, they learn to follow actions as they listen to songs. Young infants will hold the childminders hand to clap and older children are able to follow actions independently. Children of all ages enjoy the range of books on offer, to look at themselves or to share with the childminder. Children spend long periods concentrating on building tall towers, as they use their imagination and interpret their own ideas. Outdoors, the children become busy as they engage in ball games with the childminder, take dolls for a drive in the toy car or young infants learn to steer wheeled toys around the other resources. In addition, they enjoy playing in the home corner under the shade, making cups of tea and yoghurt for the childminder. Free drawing, water play, painting and play dough are regular creative activities, with examples of children's work displayed to give recognition to their developing skills. Children thrive from the close supervision and positive engagement of the childminder; especially young infants, as this contribute to the trusting and close relationships in place. They are observed having a pleasant time sitting together on the floor exploring interactive resources, operating musical toys or handling large bricks doing a craft activity. The children seek out the childminder for cuddles and enjoy being hugged and praised. They become independent and present a strong sense of belonging, as they explore toys at their own level, know where to wash their hands or inform the childminder of what they wish to eat or play with. The children take interest in their environment. For example, they accompany the childminder to water the plants, take an interest in the insects found on the ground outdoors. The use of large pieces of fabric erected outdoors, catch young children's attention as they move in the wind. Children like to explore shapes and operate resources using a range of dials and levers. They are faced with challenges to sort, count and recognise shapes.

The childminder offers plenty of praise and encouragement to the children and she is a positive role model to them. They are calm in their play and have an awareness of the differences in understanding of their friends due to their age. The close supervision and equal attention the children receive, and how the childminder ensures children are engaged in interesting play minimises any issues of unacceptable behaviour being presented. They show respect for one another and learn from the childminder's consistent reminders about how to treat younger infants with kindness and care. Children go out daily and enjoy the fresh air, which the childminder recognises supports their health. She works in partnership with parents to discuss the range of food she offers and only encourages a healthy and balanced diet. Children enjoy a wide range of fresh fruits throughout the day, free access to drinking water and meals that reflect different cultures. Children are confident to express their requests for more food, with young infants giving a clear 'No' when they have had enough. Children are aware of washing their hands before and after specific tasks, young infants are keen to join in and the childminder provides a step-up to enable all children to become independent in personal hygiene tasks. They know where they sleep and are proud to show-off their sleeping area with their own bedding. All children have their own hand towels which help to prevent the spread of infection. Children learn to keep themselves safe as the childminder explains dangers to them. Young infants are supported on how to climb the steps safely when leaving or entering the garden from the kitchen. The support the children receive, the wide range of activities the children engage in and the careful planning to reflect individual learning ensures children develop a range of skills for the future.

## 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