

## Inspection report for early years provision

---

<b>Unique reference number</b>	119675
<b>Inspection date</b>	26/07/2011
<b>Inspector</b>	Jane Davenport

<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 registered in 1998. She lives with her husband and two children in a two bedroom first floor flat, in the Bethnal Green area of the London borough of Tower Hamlets. The childminder sometimes works at the premises with her adult daughter, who is also a registered childminder. All areas of the premises are used for childminding. The childminder does not have a garden, but there are several parks and gardens nearby. Access to the premises is via a flight of stairs to the first floor. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of five children under eight; of whom no more than two may be in the early years age group, and no more than one may be under one year at any one time. She is currently caring for three children in the early years age range. The childminder holds an appropriate level 3 childcare qualification.

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

Overall the quality of the provision is outstanding.

The childminder provides an extremely warm and caring environment for children. The extensive range of activities and experiences she offers ensure children flourish and all areas of learning are fully covered in a fun and interesting way. The childminder is highly skilled in observing and assessing children's development to ensure each child is helped to reach their full potential. The childminder assures that children's protection remains paramount and children are fully safeguarded overall; she demonstrates a very positive attitude towards inclusion. Partnerships with parents, carers and others are a key strength and make a significant contribution towards meeting children's individual needs. Children benefit greatly from the childminder's commitment to maintain exceptionally high standards in all aspects of her childcare and in particular her commitment to attend regular training courses to ensure that her practice is completely up-to-date.

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

To further improve the high quality early years provision the registered person should consider:

- monitoring and evaluating the effectiveness of emergency procedures to further enhance safeguarding arrangements for children.

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

The childminder is highly organised and has detailed policies and procedures in place to ensure the effective and safe management of the provision. She has a very good understanding of safeguarding issues and implements effective policies and procedures to ensure children are very well protected. Their welfare is assured as the childminder and other household members have completed appropriate suitability checks. Security is robust and all visitors are required to identify themselves and sign the visitors' record, which further safeguards children. Comprehensive risk assessments have been completed and daily safety checks are conducted to reduce any potential hazards. Excellent care is taken to keep children safe on outings through detailed risk assessments. Children learn about keeping safe. Their awareness of stranger danger and road safety is significantly enhanced as they discuss and follow safe practices and procedures outside the childminder's home.

Children's play opportunities are maximised through the effective organisation of space, time and resources. Child-friendly storage systems enable children to easily access a wide variety of activities and learning experiences. Children can self-select resources and make choices about their play, which enhances their decision making and independence skills. Children benefit greatly from the accessible and stimulating learning environment in which they play and explore. The childminder goes to considerable lengths to ensure all children feel valued and included. She promotes equality and diversity in children's play, learning and care. For example, she is knowledgeable about children's family backgrounds and cultures, which ensures she fully supports their individual needs. A welcome poster featuring the different community languages is prominently displayed, and children who are learning English as an additional language are encouraged to share words from their home languages. Many toys and resources are made of natural materials and portray positive images of diversity. These are consistently included in the everyday range of resources so that children naturally accept and respect differences.

Partnerships with parents are excellent. This is clearly demonstrated through parental questionnaires, where parents are highly complimentary about the childminder's practice and believe she offers excellent care and education. Comments refer to the level of care that goes well beyond their expectations; the incredible range of activities with new and educational experiences; the daily diaries that are a great source of pleasure and allow parents to keep track of their child's considerable progress; and the positive and happy environment that helps children develop into confident and contented individuals. Highly effective partnerships with other providers and professionals involved in the children's care ensure very good continuity and consistency of care.

The childminder shows a dedication and enthusiasm for her work, and children's best interests are at the centre of all that she does. She is committed to driving improvement through her own self-assessment and uses this, and input from her network coordinator, to reflect and continuously improve her practice. The

childminder is proactive and identifies and sources training to fill gaps in her knowledge, as she knows that this will improve her practice and therefore bring about positive changes for all children. She has attended numerous training courses since her last inspection and it is clear to see how she uses the knowledge gained from training in her work with the children. In addition, the childminder has also regularly worked as a support childminder, sharing her professional expertise to help enhance or improve the outcomes for children beyond her setting.

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

Children play in a calm, comfortable and child-oriented environment, where a flexible approach to routine is based on children's individual needs and their stages of development. Children are extremely happy with their childminder. They show that they have developed a secure attachment to her and, as a result, they feel exceptionally secure and safe. She understands that they are unsure of strangers so she explains when visitors are expected at the setting. Once they know that their carer approves of visitors, they feel safe because they trust her implicitly. She reassures them and they develop the confidence to carry on with their play. Children make excellent progress in their learning and development. This is because the childminder has an exceptionally good understanding of the Early Years Foundation Stage framework and how to implement it to gain optimum results. Activity planning successfully encompasses all areas of learning, incorporates children's interests, and is clearly linked to detailed observations and assessments for each child. Daily diaries and children's profiles provide a constant source of pleasure for parents and they happily add their own contributions; which ensure they are involved in all aspects of their children's learning. Six monthly reviews provide parents with a regular update of their children's overall development.

Children thoroughly enjoy frequent outings, which enables them to enjoy the benefits of fresh air and effectively contributes to their knowledge and understanding of the world. For example, they discuss how they travelled on the train on an outing to the park at the Thames Barrier and how they observed lots of mini beasts, such as butterflies, ants and spiders while they were there. Children's physical development is fostered very well during these outings as they learn to use fixed play equipment with growing expertise. The childminder also provides excellent opportunities for children to become physically active indoors, as they take part in movement activities. The children learn to stretch out their muscles and touch their toes to music and then go on to demonstrate their marching, galloping, skipping and tip-toeing skills. Children love the exercise they gain from this activity and also the free expression as they dance artistically with flowing ribbons. They recognise the effect that healthy exercise has on their bodies and help themselves to a drink of water to cool down.

Young children's language is developing very well. They love looking at books with the childminder and snuggle up for a 'squash and a squeeze' story. The childminder reads with great expression, making the story very interactive for the

children. They join in with parts of the repetitive text, repeat words and make the sounds of the animals, such as 'cock-a-doodle-doo' for the chicken. They add new words, such as 'gigantic' to their vocabulary and the childminder encourages their language and thought processes further with the effective use of open ended questions, such as, 'What do you think is going to happen next?' Children name the different dinosaurs in one book and praised as they imitate the way that dinosaurs walk. They are also able to differentiate various species of birds, for example, as one child correctly identifies that the black bird in another book is a crow. Children's problem solving skills are further promoted as they access the 'natural play' basket. This contains many natural objects such as smooth wooden logs, different sized containers and bags. A child who is just learning to put on their own shoes is encouraged to practise fastening and unfastening the straps on one of the bags, whilst other children use their imagination as they load the wooden logs onto the big yellow digger or nest the tins one inside another. Young children use mathematical language as they experiment and estimate which size cars will fit into the different tins; and even the youngest ones are learning the concept of one to one as they count how many fit into the largest one.

Children's behaviour is excellent. They share and play happily together and receive lots of positive praise and encouragement for this. The childminder patiently reinforces why certain behaviour is required and stresses that ears are for listening. Children are learning to care for their environment as they help to clean the tables before and after their snacks. They are also involved in packing away toys on the floor before having more out, to help them understand the dangers of tripping over or breaking toys. Consistently high priority is given to children's health and safety which is supported with activities and discussion to inform and engage children. They enjoy healthy, home-cooked meals and snacks, such as pasta in olive oil with herbs and cheese, steamed fresh vegetables, crackers, breadsticks, savoury dips and fresh fruits. The childminder works closely with parents to ensure that she is able to meet children's individual dietary preferences. For example, halal meat is provided and alternatives to cows' milk, where appropriate. Hygiene procedures are excellent. For example, everyone is required to remove their outdoor shoes before going into the main play room where babies may crawl on the floor. Children know they must wash their hands before eating and after using the potty, and have their own individual hand towels to help prevent the spread of infection. The childminder and children practise the evacuation procedure on a regular basis. The childminder is considering monitoring and evaluating the effectiveness of these emergency procedures to further enhance safeguarding arrangements for children.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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