

## Inspection report for early years provision

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<b>Unique reference number</b>	EY360394
<b>Inspection date</b>	23/03/2011
<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).

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.

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## **Description of the childminding**

The childminder was registered in 2007. She lives with her husband and two daughters, aged 13 and 18 years, in Upminster 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 is registered to care for a maximum of six children aged 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 currently minding four children in the early years age group, but not all attend at the same time. The family has an ornamental fish pond in the garden that contains a number of fish.

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

Overall the quality of the provision is good.

Overall, children's needs are being met. They are safe and secure, and have plenty of opportunities to learn and develop. Partnerships with parents are strong, and they are offered good quality information about their child's development. Links with external agencies support children's individual needs. Robust self-evaluation identifies areas for improvement, thereby improving the service children receive.

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

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

- provide ICT apparatus, to build children's understanding of skills for the future.

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

Children are safeguarded because the childminder has a secure knowledge of child protection issues. Effective procedures are in place for identifying any child at risk. All adult household members have completed suitability checks. Recent training includes safeguarding. There is a comprehensive range of policies to support the organization of the childminding service. Risk assessments are carried out regularly for all areas, including indoors, outdoors and outings.

Resources are good, fit for purpose and able to support children's learning. Outdoor resources include the outdoor sand and water table, art easel, play house, three slides and climbing frames, scooters and a basketball hoop. Indoors toys include the play kitchen, work bench, puppet theatre and castle, as well as sit and ride toys and musical instruments.

Partnerships with outside agencies includes links with the behaviour support team to support children's individual needs. The childminder also liaises with the early years team to improve practice; this link is well established and makes a strong contribution to children's achievements and well-being.

Parents are supported because highly effective partnerships have been established, which contributes to meeting the individual needs of the children. The childminder is approachable and ensures an open door policy. Parents are given daily dairies and can phone anytime. Learning journey folders are sent home requesting comments from parents. Parent's questionnaire forms request that parents ask for any changes or activities they want. The travelling bear goes home with the children at the weekend; he has a book in which parents write down what the bear and child have done over the weekend. This activity supports links with each child's home life and helps to build relationships. Written references from parents are positive about the service they receive.

Self-evaluation includes action plans, such as to improve feedback from parents, convert the unused garage into a purpose built playroom, introduce a pen drive system, decorate the playroom and upgrade garden toys. This means that the childminder is driving improvement to support meeting children's needs. Training that the childminder has completed includes behaviour management, EDEXCEL Level 3, and The Basic Skills Primary Quality Mark for Early Years. Other training completed within the last year includes childminder curriculum training and risk assessment training. The childminder has also completed self-evaluation training for childminders. As a result, self-evaluation provides an accurate diagnosis of the strengths and weaknesses of the setting, and what action will be taken to improve.

Equality and diversity are promoted as children are given opportunities to develop through observations of their progress. Good quality assessments help plan for children's individual next steps. Any additional needs identified are followed up with the appropriate professionals. The childminder has a good knowledge of each child's development and needs.

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

Young children make good progress towards the early learning goals. Detailed records have been developed to plan for and support individual children's development. Children have good relationships with their peers and the childminder. Young children are motivated to learn as they build with large bricks in the playroom. They count each brick and learn mathematical language as well as the colours of the bricks. They are confident enough to make choices, for example requesting to play in the garden. They use a good range of play resources to promote physical development. The childminder encourages children to turn the scooter and helps children to ride it, showing good support for children.

Children take part in a range of activities, which shows they make good overall progress in developing the personal qualities that enable them to take responsibility for small tasks, and develop skills for the future. Children enjoy sand play outside with a range of different buckets and tools. Routines include visits to toddler groups, the park, library, zoo and farm, and children go out most mornings. Children then have lunch, outdoor play and rest times. Afternoons include creative play, painting, drawing and play dough. Children enjoy dancing with different coloured scarves, playing counting games and using large building bricks.

Various activities help to increase the children's knowledge and understanding of the world, such as talking about a family member who has had an accident. They have visits from a police officer and firemen, visit the bank and the opticians, enjoy visiting the lollipop person, and go on a trip to supermarket, giving items of shopping to soldiers of war. Physical development is supported through outdoor play resources, visits to the forest and parks, and football. Language development is supported through learning Polish words, visiting the library and listening to stories. Children draw, write and make various celebration cards. They enjoy finger painting and using hand prints. Children learn mathematics through using counting games, songs, blocks and discussions when walking along the street, for example discussion how many steps and cars they see. However, children have too few opportunities to learn from a range of ICT play resources.

Young children are secure and develop a sense of belonging in the setting; they know what is expected of them and can demonstrate a clear understanding of how to independently stay safe. They learn about safety by gentle reminders and explanations. Children understand road safety through discussions when in the car and car park. Children have visited police officers, the lollipop person, community officers and the fire brigade. Children understand rules of behaviour because they are taught what is acceptable and unacceptable. Good routines are in place to support young children, for example rest times, snack times, play times and free play, and they show an understanding of safety in the garden

Young children develop skills for the future, such as social skills, by playing with other children and sharing and understanding. Children access the home corner and learn about everyday life as they role play, and they are active and curious in the garden.

Children learn about diversity through observing artefacts in the around the world box in the playroom, which has a range of artefacts that represent different countries. They also access dual language Polish books, Spanish books and dressing up clothes. Children visit different fairs, such as in the library, to celebrate Divali, St Patrick's Day, and Chinese New Year when they made lanterns. Children are settled and display a strong sense of belonging; they know the daily routines, and play well together in the garden. Their behaviour is good as they are able to share toys in the garden; they are confident and request to undertake a range of activities.

## 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