

## Inspection report for early years provision

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<b>Unique reference number</b>	EY420683
<b>Inspection date</b>	03/10/2011
<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.

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## **Description of the childminding**

The childminder registered in 2011. She lives with her adult daughter in the area of Custom House, in the London borough of Newham. The whole of the ground floor of the childminder's house is used for childminding purposes. There is an enclosed garden for outdoor play.

The childminder is registered to care for a maximum of six children under eight years; of these, not more than three maybe in the early years age group, and of these, one may be under one year at any one time. The childminder currently has one child in the early years age range on roll, attending on a full-time basis. She also cares for her own grandchild and children aged five years and over. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder has two cats.

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

Overall the quality of the provision is good.

Children have settled quickly, are very happy and feel safe because the childminder creates a safe, secure and stimulating environment. They have a sense of belonging and progress well in their development. Overall, children's progress is monitored well to identify areas of learning to be supported. Children are valued as individuals and supported to make the most of their abilities, accessing a broad range of activities which cover most areas of learning well. Positive relationships are in place with parents, who are provided with a range of policies and procedures to support the smooth running of the service provided. The childminder has a high capacity to maintain continuous improvement and seeks to improve her knowledge of children's early years through further training opportunities.

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

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

- develop knowledge of the Early Years Foundation Stage guidance to record children's starting points to therefore plan, monitor and assess their progress
- develop on the current range of play resources to offer children more variety and learning opportunities for dressing up for imaginative play, and extend resources to show positive images of disability.

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

Children are kept safe and protected, because the childminder adopts a responsible approach to safeguarding children. Records maintained are accurate and contribute to children's safety, such as attendance records and a record of visitors. The childminder has a good understanding of the procedures to be followed to protect children and knows how to make a referral if she has concerns. Children play and explore in a safe environment because the childminder is effective in identifying potential risks as part of the detailed risk assessments undertaken for the premises and outings. Necessary precautions have been put in place to reduce risks to children and help keep them safe. Safety gates restrict access to the kitchen and a fireguard allows them to play safely in the lounge area. Effective procedures are followed when accidents occur or if medication is to be administered. All required documentation is in place and well organised.

A good range of policies and procedures support the childminder's practice and are provided to parents. She ensures children are respected as individuals and their needs are identified to support inclusive practice. She seeks detailed information from parents when they initially meet to plan a service that accounts for meeting individual needs. Parental feedback at inspection speaks highly of the childminder, how they are safe in the knowledge of their children being happy and settled, and the childminder has become an extended member of the family. Partnership with parents is highly positive as information is shared daily and supports continuity of care. The childminder speaks daily to parents, sends a daily diary home and communicates via telephone calls if the need arises. Parental feedback is explored via these systems as well as using parental questionnaires. Children's developmental profiles are accessible to parents at all times to view and contribute to. Although none of the children attend any other settings delivering the Early Years Foundation Stage or have any other agency involvement, the childminder demonstrates an awareness to liaise with them if the need arose.

The childminder provides a good range of well-maintained play resources; in addition she makes good use of the book and toy library to borrow additional resources to extend children's play experiences. The childminder has a good awareness about equality and diversity and has some resources to reflect diversity, although fewer promote disability. Children explore further learning opportunities as they attend regular outings and community drop-in groups throughout the week. The use of the premises is very well organised to enable children to play in a variety of aspects, such as a cosy book area and a well sourced play room.

In the short time of minding commencing, the childminder is driving improvement and developing her knowledge by attending further training to gain a qualification in early years. She seeks to improve her childcare practice so that there are better outcomes for children. She has begun to evaluate her service and is clearly identifying strengths and areas for improvement. She welcomes the support of her network coordinator to enable her to meet requirements of registration and identify further training, such as safeguarding.

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

Children are very interested in their surroundings, which the childminder organises to be welcoming and accessible. This allows children to develop a high level of independence in making choices from a range of resources, both indoors and outdoors. They enjoy exploring resources that allow them to develop skills for using technology, such as a calculator and interactive resources whereby they operate switches. They enjoy looking at books with the childminder from the good range on display. This interest is further supported as they attend the book library regularly to borrow books of their choice. Posters and books within the setting offer print in community languages, along with resources that reflect race, culture, gender and religion. This enables children to generally address diversity in a positive manner.

Shape sorters and puzzles engage children to learn to sort and explore size and differences. Children are intrigued and eager to explore a wide range of insects, using the magnifying glass to take a closer look. The childminder skilfully supports children to talk about what they see, describe their colours and size. Interesting words are used by the childminder to broaden their understanding and vocabulary, as she supports children to describe size, colours and learn to count. Children like to practice early writing skills, as they call out for paper and are provided with resources to extend drawing activities. Children engage in creative activities using different mediums, such as paint, play dough, sand and water. However, creative play is not further supported through imaginative play, as props for dressing up are limited.

Children enjoy being outdoors and benefit from the fresh air. This is because of the effective organisation of the free-flow from the indoors to the outdoors, allowing children to play in different environments. They enjoy using the large cars and balls; this promotes their physical skills and provides opportunities for regular exercise. Although the childminder explores in detail children's individual needs when they commence in her care, she does not explore with parents children's starting points in relation to the six areas of learning. This impacts on children not being fully supported in continuity of learning whilst they are being settled and the childminder does not have a real insight to their stage of development in the early stages. Planning is in place and based on observations carried out by the childminder. She has a good understanding of using observations to identify, and plans for children's next steps of learning once they have settled. The childminder on the whole provides a stimulating range of activities that strongly promotes children's skills for the future and they make good progress in their learning and development.

Children receive consistent and clear messages about how to keep safe and what behaviour is acceptable. Praise and recognition is provided to children and this contributes to their developing an understanding of what behaviour is acceptable. The childminder shares her strategies with parents, allowing for consistent methods to be used. Children are reminded of how to keep safe, such as no

jumping on the furniture. Children enjoy meals and snacks prepared by the childminder, who promotes healthy eating. Children are supported to learn about personal hygiene procedures, such as young children using wipes to clean their hands after using the potty.

## 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	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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