

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY423865           |
| <b>Inspection date</b>         | 12/10/2011         |
| <b>Inspector</b>               | Jennifer Liverpool |

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|------------------------|-------------|
| <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 husband and their two daughters, aged nine and six years, in Hainault in the London Borough of Redbridge. 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 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of five children under eight years at any one time, no more than three may be in the early years age range. She is currently caring for one child in this age group. The childminder is able to take and collect children from local schools and goes to toddler groups regularly.

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

Overall the quality of the provision is good.

Children are safeguarded and their welfare is promoted overall with only minor weaknesses in some aspects. Children make good progress in their learning and development because the childminder provides activities that appeal to children's interests and extend learning. Strong partnership with parents contributes considerably to children's well-being and development. The childminder is keen to improve her practice demonstrating an ability to maintain continuous improvements that benefit children.

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

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

- replenish the first aid box with appropriate contents to meet the needs of children
- develop further the risk assessment procedure so that it covers anything with which a child comes into contact with in the garden.

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

The childminder has a good understanding of child protection issues and the signs and symptoms of abuse. She knows and understands the procedures to follow if she has concerns about a child in her care. This promotes children's welfare effectively. The childminder holds a current first aid training certificate, which

means that she is able to give appropriate care to a child if they have sustained minor injuries. However, items in the first aid box are not always restocked after use. Effective risk assessments for indoors enable children to move freely and play safely as potential hazards are minimised. Also, the risk assessment for outings means that children can visit places of interests and travel via transport safely. The childminder takes some steps to reduce hazards in the garden, for example, by surrounding the rose trees with low-level fencing. However, the thorns are within children's reach, which may still pose a hazard. All relevant documentation for the welfare of children is in place. Additionally, the system for record keeping is well organised and readily available for inspection.

The deployment of resources is good and meets the needs of the children. Toys and equipment are good quality and appropriate for children's age and stage of development. Children benefit from playing in a spacious environment that allows them to move freely and independently. The childminder values children as individuals. She acknowledges their differences and provides many opportunities for children to use their home language as she shares the same language. This supports and enhances children's learning experiences. Activities such as visits to the mosque and celebrating cultural festivals help children understand differences within their community. The childminder has established good relationships with parents as she works closely with them to ensure that their children's needs are met. There is a regular flow of information between the childminder and the parents regarding the children's care and progress. Parents are provided with good information about the provision through an informative welcome pack that consists of policies, daily routine, sample menus and activity plans. Parents can also view the childminder's certificate of registration; procedures for complaints and the curriculum as these are all on display. The childminder is aware of the benefits to developing partnerships with other providers to promote continuity of care. The childminder's self-evaluation demonstrates that she has a good understanding of her strengths and she has identified ideas for future development to maintain continuous improvement.

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

Children settle quickly because the childminder works well with parents to make sensitive arrangements. The childminder is attentive to children's needs and has a caring approach. Consequently, children develop close and trusting relationships with the childminder, helping them to feel safe. Children demonstrate confidence and high self-esteem because the childminder gives them lots of praise and encouragement. Children clap when they have finished making a collage and show adults their artwork. This enables children to feel positive about their contributions. There are simple house rules that encourage children to learn acceptable behaviour. Regular visits to the local children's centre enable children to develop important social skills such as, sharing and taking turns.

Children's learning and development is well promoted because the childminder

knows their abilities through consistently observing their achievements. She identifies ways to move them forward in their learning. The samples of children's work and photographic evidence show that children are making good progress in all areas of learning. The childminder uses her knowledge of children's interests to plan purposeful and appealing activities. For example, visits to the local farm to see, touch and feed animals and the park to feed the ducks. The childminder also reads stories about animals, which capture children's imagination.

Children are becoming skilful communicators because the childminder provides many opportunities to promote this aspect of development. For example, children are encouraged to label objects when looking at books; new words are introduced when completing puzzles and the children repeat the comments that the childminder makes. Young children's vocabulary is growing and they use three to four word sentences. Children show a healthy interest in books as they regularly visit the library, where they choose their books and store them in a special library book bag at the setting. Children are beginning to make marks and the childminder introduces them to writing for a purpose through a letter writing activity. Observation records show that children were taken to the post box to post their letters. These stimulating activities help children to develop their skills for the future.

The childminder is fully aware of children's dietary needs and provides a varied range of healthy and nutritional meals. Children enjoy eating fresh fruits and know that fruits are good for them. Fresh drinking water is available at all times to prevent children from getting thirsty. Children take part in a wide range of physical activities and enjoy lots of fresh air each day. Children are learning about keeping themselves safe when going out on trips as the childminder explains the procedures for road safety and they regularly take part in practising the emergency fire evacuation.

## 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

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| <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

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|------------------------------------------------------------------------------------------------------|---|
| <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

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|------------------------------------------------------------------|---|
| 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

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|------------------------------------------------------------------|---|
| <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