

## Inspection report for early years provision

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<b>Unique reference number</b>	144436
<b>Inspection date</b>	18/10/2011
<b>Inspector</b>	Sharon Henry
<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 1999. She lives with her adult sons in the Leyton area of the London borough of Waltham Forest. Her house is within easy walking distance of shops, parks and schools. The whole of the ground floor is used for childminding and there is an enclosed garden for outside play. The childminder is registered to care for a maximum of four children under eight years at any one time; of these, no more than three may be in the early years age group. She is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder is currently minding four children in the early years age group and some of these attend part time.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder suitably promotes children's care needs, although two legal requirements are not being met and this has an impact on children's safety. Her understanding of the Early Years Foundation Stage is generally sound. Systems have been introduced to begin to monitor children's progress and achievement. However, these are not fully in place to plan for each child's next steps in development in liaison with their parents. Overall, an inclusive and welcoming service is provided, although the range of images and resources that reflect diversity is not well developed. The childminder shows suitable capacity for continuous improvement through her readiness to act on recommendations made at inspection and her willingness to attend further training.

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

To meet the specific requirements of the EYFS, the registered person must:

- request written parental permission at the time of the child's admission to the provision to the seeking of any necessary emergency medical advice or treatment in the future. (Documentation) 26/11/2011

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

- develop a systematic and routine approach to assessment to plan the next steps in a child's regularly review this approach using observations and developmental progress and
- support parents to review their children's progress regularly and contribute to their child's learning and development

- increase the range of positive images through resources and activities that help children to become aware of and embrace differences, for example, in gender, language and culture.

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

Children are safeguarded as the childminder has a sound knowledge and understanding of how to provide a safe environment. Written risk assessments of the home, equipment and outings are in place. As a result, children benefit from a range of safety measures, including safety gates and a well positioned fire blanket. The childminder has an adequate understanding of the signs and symptoms which may cause concern regarding children's welfare. She is generally aware of the procedures to follow should she have any concerns about a child. However, the childminder has committed an offence by failing to notify Ofsted of a change to members of the household. This is a specific legal requirement in the Statutory Framework for the Early Years Foundation Stage. Ofsted does not intend to prosecute on this occasion.

There are some clear policies, strategies and procedures in place to promote children's health and well-being. For example, the childminder maintains her first aid certificate and attends food hygiene courses. Records are maintained when children have an accident or require medication. Suitable procedures are in place to exclude children who are infectious to minimise the spread of infection. However, permission has not been sought for all children to seek any necessary medical emergency advice or treatment. This is to meet their needs in the event of an emergency and the omission is a breach of a legal requirement.

The childminder offers a welcoming home to all children and satisfactorily promotes equality and diversity. Children's individual needs are recognised and supported because the childminder soundly understands their moods and temperaments and values their individual personalities. They benefit from a suitably wide range of quality resources that are age appropriate and cover the areas of learning. Children confidently create their own learning environment using toys and resources that they freely choose.

The childminder has established sound partnerships with parents so that she is suitably informed about each child's individual requirements. She collects information about their routines and preferences when children start, to help them settle and feel comfortable in her home. Daily discussions with parents keep them informed about their children's day and care routines. However, the process for including parents in identifying next steps for their child's development is not fully developed. This limits the extent to which parents can play an active role in influencing planning and further promoting children's learning at home. The childminder is aware of the benefits of establishing and maintaining positive links with other professionals involved in the care and education of the children.

The childminder is developing monitoring and evaluation processes which soundly support her capacity to maintain continuous improvement. She uses the Ofsted

self-evaluation form and asks parents to complete questionnaires. These are helping her to identify strengths of her service and areas for improvement. She has suitably met the recommendation made at the last inspection which has improved outcomes for children.

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

Children are making steady progress in the Early Years Foundation Stage because of the childminder's sound knowledge and understanding of their needs. The childminder has flexible plans in place which are built around their general requirements. As a result, children are making steady progress towards the early learning goals. The childminder is a caring practitioner who enjoys the company of, and interaction with, the children. She is becoming familiar with the Early Years Foundation Stage framework. As a result, she has started to develop planning, observation and assessment processes in order to provide some support and challenge for children. She keeps brief, written notes each day of their activities. However, children's learning is not individually planned and assessed so that they do not develop to their full potential across all areas of learning.

Children enjoy their time with the childminder. They access a range of creative materials, such as card, pipe cleaners and felt, to create art work which they proudly show to others. Visits to local drop-in centres enable children to mix with other children and adults to promote their personal, social and emotional development. Children suitably adopt healthy lifestyles as they value the exercise that is encouraged as they visit local parks and have daily access to the garden.

The children's knowledge and understanding of the world is developing as they water plants in the garden. They gain sound skills for the future. For example, they manipulate programmable toys by pressing buttons and turning knobs to create different sounds. Children are beginning to learn that text has meaning as they access a selection of books and, consequently, enjoy story time. Children become excited as they play with the homemade shakers to create their own sounds. They are learning to use their imagination as they dress up in hats and scarves and pretend to go shopping. Children learn about the community in which they live in. However, resources which depict people's similarities and differences, such as disability, are limited.

Children develop a satisfactory awareness of how to keep themselves safe as they practise procedures for emergency evacuation. The childminder provides children with lots of cuddles and meaningful praise, which increases their sense of belonging and encourages them to be increasingly independent. They benefit from her positive interaction as she takes time to talk and listen to them and shows an interest in what they are doing. As a result, children are confident in their surroundings and gain self-esteem. Explanations are not always clear as to why a particular behaviour is unacceptable. However, children are soundly learning to share and take turns through the childminder's gentle reminders.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### 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>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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