

## Inspection report for early years provision

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<b>Unique reference number</b>	EY404668
<b>Inspection date</b>	08/06/2010
<b>Inspector</b>	Vivienne Rose
<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.

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 was registered in 2010. She lives with her husband and six children, aged six, 11 and 14 years and her three adult children. They live in a house in Leyton in the London borough of Waltham Forest, close to shops, parks, schools and public transport links. The whole of the ground floor of the childminder's house is used for childminding except for one bedroom and the children can access a bedroom/playroom on the first floor for sleep and rest. No other rooms are used on the first floor. There is access to a fenced off secure play area in the garden for outdoor play.

The childminder is registered to care for a maximum of four children under eight years at any one time; no more than three of these may be in the early years age range. She is currently minding two children in this age group. She also offers care to children aged over five to 11 years. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The family have a dog and two cats.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children receive satisfactory care because the childminder ensures that she has sound knowledge of their individual needs. A sound understanding of the Early Years Foundation Stage requirements ensures that children's learning and development are encouraged and positively promoted. However, at present although there are systems in place to monitor children's progress, these are not fully embedded to ensure activities are sufficiently focused. There are suitable systems in place for reflection on childminding practice, enabling steady improvements to be made. For example, since registration the childminder has developed her outdoor play for the children to use safely which supports their physical development.

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

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

- develop a procedure for risk assessment and conduct and review it regularly as the need arises (Suitable premises, environment and equipment) (also applies to the compulsory part of the Childcare Register) 22/06/2010

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

- further develop observation and planning for children to ensure children's continuous development across all six areas of learning; pay particular

attention to providing opportunities for children to easily access mark making materials

- carry out a regular fire drill and record details in a fire log book of any problems encountered and how they are resolved.

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

Suitable procedures are in place to ensure that children are safeguarded as the childminder has a safeguarding policy and is aware of the signs and symptoms of abuse. She is about to access training on safeguarding issues to update her knowledge. While the provider is aware of the risks to children, she has not yet carried out a rigorous risk assessment of the premises to ensure that all hazards are addressed to ensure the welfare of children. There are some suitable safeguarding measures in place including gates and smoke detectors. However, the childminder has not yet carried out an emergency evacuation procedure with the children.

Resources are suitable and adequate to support children's learning and development. Most are accessible enabling children to initiate their own play and learning in the homely environment. Emphasis is placed on meeting the needs of individual children as the childminder takes the time to support their interests. For example, a child who enjoys role play pretends to cook the fish, turning on the taps on the cooker, and is asked appropriate questions to encourage her understanding and to find the pan to cook it in. Consequently children are having fun and making steady progress.

Suitable systems are in place for seeking relevant information from parents, which ensures children's well-being. For example, information is recorded on children's dietary needs and contact numbers and permission for emergency treatment and medication is obtained. Information is shared with parents each day in written format for the first few weeks while settling in and then by verbal exchange on a daily basis. There are clear written policies and procedures and parents have the opportunity to access the children's 'life books' and to make comments about the child's learning and development.

Monitoring systems enable improvements to be made, which has a positive impact on the children's learning and development opportunities. For example, the childminder has recently fenced off an area of her garden with a soft play surface to enable children to have regular access to this area. In addition, she demonstrates a commitment to improve outcomes for children and has plans for improvements to her service through training and development.

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

Emotional relationships are formed with the childminder, who is nurturing and has a lovely relationship with the children. As a result, they feel settled and secure.

Children are becoming confident and actively explore the indoor environment, which offers stimulation and interest. They show confidence when they ask for resources that they want, for example, when they ask for the special 'Hungry Caterpillar' book to look at. They explore sensory toys and materials such as the musical drum and the foil wrap, which helps to encourage their curiosity.

With support from the childminder, they learn about shapes when they fit the eggs together and cause and effect when they make the drum make music when they tap it. The childminder asks the children if they want to play with the marker pens or chalks and paper which they immediately show an interest in. Children show joy and wonder when they talk about their picture being of their Mum and Dad. However, mark making resources are not always easily available to children to promote their ideas and independence. Children have some opportunities to explore when they put their fingers in the sand tray and turn knobs on robust resources. They enjoy exploring their local community and the wider world when they go on visits to the Zoo, local groups and community facilities and the park. They enjoy making their own pizza and sprinkling the cheese on top. Walks to the park help them to explore ideas and experiences such as where their shadow is on the pathway; 'Is it in front or behind?' and 'Is it bigger or smaller than me?'.

Children's language development is supported well as the childminder asks some 'why' and 'what' questions. For example, when a child is looking thorough the play food box she asks 'Are you making breakfast?' and 'What are you having?'. Name cards for their nappy bags help children to begin to understand that words carry meaning. Children are developing their self-esteem through the childminder praising them when they say 'please' and 'thank you' and when they are helped to learn to share with each other and they give each other cuddles.

The childminder has started to observe what children's interests are and she takes photographs of any significant learning that takes place which are entered into the children's 'life books'. The childminder is beginning to evaluate these observations against the learning and development requirements. Some emphasis is placed on providing activities to promote the next steps for children. However, this is not yet fully in place to ensure that all areas of learning are promoted.

Children engage in regular trips to the park and to play facilities in the area. This supports them to obtain fresh air and exercise to develop their well-being. They show dexterity when they feed themselves at lunch time using a knife and fork skilfully. At home the childminder encourages them to pick up toys and to sit correctly on chairs to help them to understand about how to keep safe. Children learn to use a tissue to wipe their nose, wash their hands and clean their teeth to keep healthy. In addition, children enjoy a variety of snacks such as fruit, yoghurt and rice cakes. Healthy meals include pasta and meat balls with cheese and water to drink to promote their well-being.

## 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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and Safety of Premises and Equipment). 22/06/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- develop a procedure for risk assessment and conduct and review it regularly as the need arises (Suitable premises, environment and equipment) (also applies to the compulsory part of the Childcare Register) 22/06/2010