

## Inspection report for early years provision

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<b>Unique reference number</b>	EY280072
<b>Inspection date</b>	21/10/2011
<b>Inspector</b>	Jennifer Liverpool
<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 2004. She lives with her husband and their four children, including two aged 15 and 6 years old. They live in the Bethnal Green area of the London borough of Tower Hamlets. The whole of the ground floor is used for childminding purposes. There is a secure garden for outdoor play.

The childminder is registered to care for a maximum of two children under eight years at any one time of whom two may be in the early years age group. She is currently minding two children in the early years age group. The childminder is registered on the Early years Register and the compulsory and voluntary parts of the Childcare Register. The childminder collects children from local nurseries and goes to toddler groups regularly. She is a member of a local childminding group and also the National Childminding Association.

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

Overall the quality of the provision is good.

Overall the children's welfare is safeguarded well through the childminder's procedures and established daily routines. Children make good progress in their learning. Overall, the childminder makes good use of her knowledge of their progress to help them to enjoy and achieve. She works effectively with parents and this considerably contributes to children's well-being. She actively promotes equality and diversity and provides many opportunities for children to develop a positive attitude to others. The childminder has a good understanding of her strengths and her attitude towards improving the outcomes for children is encouraging.

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

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

- improve the risk assessment for outdoors so that it covers anything with which a child may come into contact
- develop further systems to analyse observations and use to identify the next steps for each child in order to enhance their learning and development.

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

The childminder demonstrates a good understanding of child protection issues and she knows how to proceed if she has any concerns. She provides parents with clear information about her arrangements for emergency cover and requests their

consent for this at the time of the child's admission. This supports children's welfare. All necessary records are in place, well-organised and kept confidentially. The childminder carries out generally effective risk assessments to identify and minimise hazards. However, these do not include everything that children may come into contact with. There are no safety measures in place to stop them accessing the garden shed which contains garden equipment and a storage rack which is not firmly secured. These pose potential risks to children.

The childminder treats children with equal respect and values them as individuals. She obtains information from parents about children's dietary requirements and cultural backgrounds which helps her to meet their individual needs. She provides and uses many resources that reflect positive images of all aspects of society. Children's understanding of diversity is also encouraged through opportunities to celebrate a range of festivals at toddler groups where they eat foods from other cultures. This helps children learn to acknowledge and accept differences. Children benefit immensely from good quality resources and weekly visits to local community facilities, such as toddler groups and the toy library. These support their learning and development. The childminder has recently evaluated her practice and is keen to improve outcomes for children. She has a good capacity to improve which is shown by the fact that she has attended a number of training courses to help her to keep her skills up to date. She has also addressed the recommendation raised at the last inspection and, as a result, children are provided with a wide range of toys that enables them to enjoy and achieve. In addition, she has refurbished some areas of her home so that children can have safe access to all areas on the ground floor.

The childminder has a strong partnership with parents which enhances children's care and learning. She gathers relevant information before children are placed in her care. This ensures that children's individual routines can be followed immediately. The childminder communicates with parents at the beginning and end of each day informing them about their child's daily care. Parents are also invited to see their children's observational development records so that they are fully informed about their children's learning and progress. They are encouraged to share their views about the provision and they comment favourably about the good quality care that their children receive and the childminder's professionalism. The childminder has frequent links with other providers that deliver the Early Years Foundation Stage which helps her to ensure a shared approach to children's care and learning.

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

Children settle well because the childminder is attentive and has a caring approach. They develop close and trusting relationships with the childminder and this helps them to gain confidence. This shows how safe and secure they feel. The childminder follows babies' individual routines for sleeping and eating. This promotes consistency of care and children's emotional well-being. She helps children to develop good self-esteem as she values their work by putting it on

display.

The childminder regularly observes children at play and records their achievements in their profiles. She uses photographs and some samples of work as evidence of what they can do. This clearly shows that children are making good progress from their starting points. However, she is not yet using her assessments fully effectively to identify the next steps in children's learning and so fully extend their skills and abilities. Babies communicate through babbling, making sounds and gestures which the childminder recognises and responds to. She knows when they are hungry or need to sleep. Children have many opportunities to develop their communication and language skills. For example, they enjoy stories and rhymes and the childminder encourages them to talk about how they spend their day at nursery.

Children have good opportunities to develop their physical skills. Babies explore space by crawling and they are beginning to use the furniture to pull themselves up from a seated position. Children have many opportunities to ride trikes and play ball games. Babies respond and move to musical sounds and they are able to use a drum stick to tap on the drum. There is a wide range of small equipment, such as puzzles, mark-making tools and musical instruments that helps to develop children's fine motor skills.

Children play in a clean environment. From an early age they learn the importance of good hygiene through well-organised daily routines. The childminder shows care and consideration to babies' health and dietary needs ensuring that parents' wishes are respected. There are effective storage procedures for the food provided by parents to prevent it from spoiling. Fresh drinking water is available at all times and children help themselves. The childminder regularly offers babies a drink of water to prevent them from getting thirsty.

## 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

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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