

## Inspection report for early years provision

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<b>Unique reference number</b>	EY424257
<b>Inspection date</b>	21/09/2011
<b>Inspector</b>	S Campbell
<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 2011. She lives with her adult son and daughter in Clayhall, in the London borough of Redbridge. There are shops and local amenities within walking distance. The whole of the ground floor of the house is mainly used for childminding, as well as the bathroom and toilet upstairs. There is a garden for outside play. The family have a cat.

The childminder is registered to care for a maximum of six children under eight years at any one time; of these, three may be in the early years age group. The childminder currently has three children in the early years age range on roll. The childminder also cares for children in the later years. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is a member of the National Childminding Association (NCMA).

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and well settled within the trusting and caring relationships which have been built between them and the childminder. The childminder is aware of the children's interests and plans activities to support their play, learning and development. The childminder is aware of children's needs and they are treated with equal concern and respect which promotes inclusive practice. Through the regular sharing of information parents are kept well informed of children's progress and the childminder has begun to make links with children's preschools to support their learning. Observations and assessments are in their infancy and have yet to be fully developed. Secure systems for self-evaluation are being used to promote positive outcomes for all children. Most required documentation is in place and is well maintained, with the exception of the recording of all types of risk assessments and evidence of the completion of an approved childminding course.

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

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

- demonstrate that a childminding training course has been completed that supports childminders in putting into practice the requirements of the Early Years Foundation Stage (Suitable people) 12/10/2011
- take steps to ensure a full risk assessment for each type of outing is undertaken to effectively promote 12/10/2011

children's welfare. (Safeguarding and promoting children's welfare)

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

- clearly show how children's achievements are linked to the six areas of learning
- develop systems to enable parents to provide information about children's starting points.

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

The childminder safeguards children well while they are in her care, because she has a sound understanding of child protection issues and procedures. Children's welfare is further promoted, because the childminder carries out regular risk assessments of areas used by children. The childminder reviews the risk assessment and makes necessary adjustments when new children start to ensure their individual needs are met. Through gentle reminders, the childminder promotes younger children's understanding of safety when walking up and down the stairs. Although, there are appropriate safety measures in place enabling children to play in an environment that is safe, a risk assessment for each type of outing is not yet fully undertaken. This is a breach of a specific legal requirement. The childminder has completed a first aid course, enabling her to administer appropriate care should children sustain a minor injury. However, the childminder has not provided evidence that she has completed a childminding training course which is approved by a local authority.

The childminder has implemented a number of policies and procedures that guide her practice. All children's needs are met well because the childminder has obtained appropriate information to ensure their needs are known and met, thereby promoting inclusion. The childminder has developed positive relationships with parents and works well with them to help children progress to their next stage of development. She has removed stairgates within the home to develop children's skills going up and down the stairs. Information about children's progress and play is verbally shared with parents at the beginning and end of the day. The childminder has begun to make appropriate links with children's preschools to ensure their learning is extended within her setting. This sound partnership working means that she has recently obtained resources, such as, a balancing board and a Badminton set. This is to extend children's learning of 'Olympics', a topic being looked at by the preschool, and support children's physical development.

There are appropriate processes in place for self-evaluation. This has enabled the childminder to identify some strengths and areas for further improvement. Subsequently, the childminder is working towards developing observations and planning, using the Ofsted self-evaluation form as a tool for reflective practice and ongoing professional development. She has identified how this will be achieved

through training, keeping abreast of appropriate reading materials and using the support of the local authority. This demonstrates commitment to continuous improvement and promoting positive outcomes for all children.

The children have access to a range of resources that provide sufficient challenge and stimulation. They are readily accessible, enabling children to make informed decisions about their play. Children have access to a reasonable range of resources to promote their understanding of the wider world, for example, books and dolls. Their understanding of similarities and differences is further promoted by watching educational programmes reflecting positive images of disability.

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

The childminder has a secure understanding of the Early Years Foundation Stage and as a result, children are making steady progress in their learning and development. The organisation of the day allows the childminder to spend individual time with children to support their learning and interests. She spends time playing with children and encourages them to make a castle following a recent visit to Buckingham Palace with their parents. They eagerly choose from a range of paints and begin making star prints with a sponge. The childminder uses this as an opportunity to talk to children about the effects of mixing two colours to form a new one, this helps to develop children's understanding of change and why things happen.

The childminder provides appropriate experiences in all six areas of learning. Children take part in growing activities to develop their understanding of the environment in which they live and explore living things, for example, planting tomatoes and sweet peppers. The childminder plans a suitable range of activities to ensure children are offered a variety of experiences, both indoors and outdoors. These include rhyme time, the park, attending community groups and trips to the farm.

The childminder has begun to carry out written observations and identify children's next steps. However, the use of photographic evidence has yet to be fully developed to help identify the learning outcomes, enabling her to effectively track children's learning journeys. The childminder is aware of children's likes, dislikes and interests, and uses these to inform her planning, for example, cooking children's favourite meal, fish pie. However, procedures have yet to be fully developed to ensure information is obtained about what children can do to enable the childminder to effectively build on what children already know. The childminder is well informed about children's individual eating habits and she ensures their dietary requirements are met. The children receive nutritious home cooked meals which contribute to a healthy lifestyle. Their physical skills are developing well because they go out on regular trips to the park and use a range of large equipment when playing outdoors.

Through everyday routines the childminder encourages children to make choices about what they would like to eat and play with. This promotes children's independence well. The children are confident talkers and the childminder pays an interest in what children say to promote their language development. They openly talk about their shrimp called 'Prawney' and having new Wellington boots from the toy shop. Through practical situations the childminder introduces children to numbers, weights and measures, for example, when making a banana cake, counting everyday objects and when warming food for two minutes in the microwave oven.

From an early age children learn the importance of hand washing, which minimises the spread of cross infection. The childminder uses gentle reminders to talk to children why it is not appropriate to eat food that has fallen on the floor. Children's safety is promoted well because they practise regular fire evaluation procedures. Whilst out on routine outings, the childminder reinforces road safety awareness and the importance of using a special chair when travelling in the car. This helps children to think about their own personal safety. The children are well behaved and follow simple instructions well. Children are polite and say "thank you" at appropriate times, with little prompting from the childminder.

## 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

The quality of the provision in the Early Years Foundation Stage	3
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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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