

## Inspection report for early years provision

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<b>Unique reference number</b>	402857
<b>Inspection date</b>	14/11/2011
<b>Inspector</b>	Lynn Wordsworth
<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 1992. She lives with her partner in a house in Dalston in the London Borough of Hackney, within easy walking distance of shops, parks, nurseries and schools. The whole of the home is used for childminding. Toilet facilities are on the first floor. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of five children under eight at any one time. There are currently two children on roll, two of whom are in the early years age group. They attend at different times of the week. The childminder is registered on the Early Years Register, and both parts of the Childcare Register.

The childminder is a member of the National Childminding Association. She walks to local nurseries and schools to take and collect children

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

Overall the quality of the provision is good.

The childminder provides a welcoming, relaxed home for children, where they enjoy a variety of interesting inclusive play activities. Children are making progress in their learning and development. The childminder works closely with parents to keep them informed about their children's care. Observations to move children forward in their learning have been developed, although these are not fully established. The childminder is committed to working with parents and other partnerships towards the continual improvement of outcomes for children.

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

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

- develop the systems of observational assessment to accurately focus on what the children have achieved, ensuring next steps inform future planning
- establish systems to involve parents as part of the ongoing observation, assessment and planning cycle to ensure they are fully involved with their child's learning and development
- provide equipment to ensure children develop an understanding of hand washing routines.

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

The childminder has a clear knowledge about child protection procedures and knows where to make referrals. Effective vetting procedures ensures all adults living at the provision are suitable to be with children. The childminder is vigilant concerning children's safety and supervises when they play in the living room and when walking into the kitchen. Robust risk assessments enhance children's safety while playing. This helps ensure any potential hazards are promptly identified and minimised within all areas of the home and garden. The childminder obtains parental consent for outings and emergency medical advice and treatment for all children in her care. This ensures all children are cared for in an emergency without delay. The childminder shares all her policies and procedures with parents at the outset to ensure they are well informed.

The childminder has designed an effective layout of good quality toys and resources in the home, to ensure children can access these easily. The childminder also makes good use of the recreational services within the community, for example, the children's centre and playgroups. This ensures children's learning and development is enhanced and feeds into the continuous improvement of her provision.

The childminder demonstrates that she has valuable knowledge about children's welfare and family background. For example, she is fully aware of children's health, dietary and care requirements, such as their sleep routines and changing appetites. Children are provided with an effective range of resources that foster an awareness of diversity in society, for example, they learn about different cultures and positive images are displayed. The childminder's systems of self-evaluation are effective; she has identified areas for development. These include developing and buying more outdoor resources. Recommendations raised at the previous report have been met. The childminder attends a variety of training days, for example, first aid. This demonstrates she has the capacity to continually improve her service.

The childminder has established strong relationships with the parents. They are informed about their children's learning and development through daily discussions, and samples of their children's work. However, the childminder has not yet fully established systems to involve parents' in contributing to the observation, assessment and planning cycle, to ensure they are fully involved with their child's learning. Parents have expressed their positive views of the childminder's provision to the inspector, they say, 'My child has gained so much confidence and the childminder adapts her care to my child's routine.'

The childminder is aware of other professional organisations involved within the Early Years Foundation Stage.

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

The childminder is aware of the assessment procedure. Learning journeys contain observations. However, the observations do not consistently provide information about what the children have achieved and their next stage of development.

Children are happy to explore the resources in the play area and they soon choose a toy or an activity. Children quickly become engrossed in their play or creative work. For example, they activate technology toys, finding numbers and gaining an understanding of numbers being sequenced. Children's speaking and listening skills are developing well. Children understand simple sentences and convey simple messages. Children enjoy selecting books and listen to the childminder read. They become engrossed in stories. For example, about animals and interact well, identifying animals, they say, 'cat, duck' and role-play saying the animal noises. Children make marks in a variety of resources. Children have good opportunities to develop their numeracy and problem solving skills. Children fit puzzle pieces into boards. Children compare quantities of water as they fill different sized containers. They categorise objects according to their properties. Children have a broad range of experiences to develop creatively. Children repeat a range of movements interacting to rhymes the childminder sings. Children play with paint, making prints, feeling the texture. At the local playgroup they enjoy dressing in role-play costumes. Children develop an understanding of a diverse society. Children taste fruits and foods from around the world. Children play with toys and resources regardless of their gender. This ensures children are learning about a diverse society. Children visit places within the community. For example, the local farm to feed the animals.

Children have good opportunities to learn about healthy lifestyles. Children ride bikes, travel through tunnels and enjoy running in the childminder's garden. Children eat a nutritious well-balanced range of meals and snacks. Children have access to water to keep them hydrated. Overall, there are effective measures within the provision to ensure that children learn the importance of hygiene. However, the childminder does not provide equipment so children can wash their hands before they eat their foods. Children feel safe and secure in the childminder's home as there are a range of safety measures in place to ensure they play safely. Children hold tightly on to the handle rail as they walk down the staircase. Children regularly practise the fire evacuation to learn about personal safety. Children enjoy playing together. They are learning to share toys and equipment. Children have a strong bond with the childminder who responds positively with praise.

## 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	3
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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