

## Inspection report for early years provision

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<b>Unique reference number</b>	118839
<b>Inspection date</b>	10/11/2011
<b>Inspector</b>	Rufia Uddin

<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 1992. She lives with her husband. Their home is located in a residential area of Romford, in the London Borough of Havering, within walking distance of local parks, shops and schools. The whole ground floor and first floor bathroom is used for childminding. There is an enclosed garden available for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of six children at any one time and is currently minding three children under five on a full and part-time basis. The childminder also cares for children over five years. The childminder walks and drives to local schools to take and collect children.

The childminder is a member of the National Childminding Association and is a member of the Havering North Childminding Network. The childminder has completed the Quality First Assurance Scheme for registered childminders, and is a trustee for a local church playgroup which the children attend.

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

Overall the quality of the provision is outstanding.

The service is highly effective. Children flourish in the care of an experienced and dedicated childminder. Policies and procedures are detailed and contribute to the service provided. Engagement with parents and others is highly effective and detailed planning and observation help to ensure children's individual needs are met. The childminder has an excellent understanding of the Early Years Foundation Stage and of how young children learn through play and experience, which allows her to promote learning and development effectively. The childminder is a reflective practitioner who seeks feedback, has attended training and addressed the recommendations from her last inspection, which demonstrates a commitment to maintaining continuous improvement.

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

To further improve the high quality early years provision the registered person should consider:

- considering further developing feedback procedures for example by using formal written questionnaires
- introducing systems to keep a record of visitors and their purpose of visit.

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

Children's welfare is safeguarded very effectively by the childminder. The childminder has a comprehensive knowledge and understanding of child protection issues. Effective procedures are in place for identifying any child at risk of harm and liaising with the appropriate child agencies. The childminder has developed an excellent range of written information which she makes available to parents. Children are very skilfully supervised and play in a safe and secure environment which is thoroughly risk assessed to minimise potential hazards. Robust risk assessments for indoors, outdoors and outings are carried out, as well as daily checks on the premises and garden. This promotes children's play and exploration indoors, outdoors and when on regular outings into the locality. This has a very positive impact on children's learning, confidence and willingness to make decisions. Children display an excellent awareness of safety issues and recognise and understand how to keep themselves safe. The childminder has also ensured all adults living in the household have undergone vetting checks and protects children from those who are not vetted. Although the childminder does not yet keep a record of visitors and their purpose of visit the childminder protects children by ensuring visitors are never left alone with children. Children's good health and well-being are also promoted very well by the childminder as her daily routines are very hygienic and she manages accidents and illness well. The childminder conducts regular fire drills and evaluates these, and consequently children are aware of what to do in an emergency. The childminder also has obtained written parental consent for emergency medical treatment or advice and is knowledgeable about first aid, which further promotes an appropriate response in an emergency situation.

Children play in accommodation that is well resourced and organised and consequently offers them support in all areas of their learning and development. The childminder allows children to direct their own play and remains close by to offer encouragement, make suggestions and engage children in purposeful conversations. This enhances children's interest and enjoyment in play as well as allowing them to learn and make progress. The provision is highly inclusive as all children are treated as having the capacity to build on what they can already do. Furthermore the childminder demonstrated an understanding of how to provide care for children with special educational needs and/or disabilities or English as an additional language. In addition children access activities and use resources that help them appreciate their diverse world in an age appropriate way. Children's understanding of diversity is promoted through activities linked to special events and cultural festivals, such as Chinese New Year. The childminder also helps to increase children's awareness of the wider world and the society in which they live through discussions, stories and the use of a range of resources. Positive images of different people in society are represented in children's play equipment. Children begin to find out about difference as they share books about all kinds of people and beliefs. Children start to share responsibility for their environment as they help to tidy away toys.

The childminder builds highly positive relationships with parents. The childminder views engagement with parents as essential to the children's learning. Children

benefit from the extremely strong relationships the childminder has with parents. Parents are given a very full induction pack when they start. Detailed information is shared regarding children's routines and this ensures they are cared for in line with parents' wishes. The childminder exchanges information with parents regarding children's learning and development verbally and through dairies and detailed folders. This ensures a collaborative approach to promoting children's next steps in their learning. The childminder offers children activities linked to those they participate in at home with their parents, offering a complementary approach to their development. This aids consistency for supporting children's learning and development. Although the childminder has not introduced formal written questionnaires, parents have provided written feedback in letter form. Parents state that they are extremely happy with the care their children receive. The childminder has also established strong relationships with other early years providers and works with other professionals, for example she had the Fire Brigade visit and installed several new smoke alarms and provided children with an opportunity to go inside a fire engine.

All required documentation is in place, well maintained and carefully stored to maintain confidentiality. The childminder has a clear vision for the setting and is fully committed to providing high quality childcare, and to continually improving outcomes for children. The childminder has addressed the recommendations from her last inspection, and makes use of self-evaluation and information from parents to improve the service. She also attends regular training courses and reads childcare publications to develop her knowledge in order to maintain continuous improvement. Consequently children flourish in the care of the experienced and dedicated childminder who is committed to developing her skills.

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

The childminder has an excellent understanding of children's starting points and she uses sensitive observations to gain an accurate understanding of the progress that they make. The childminder uses portfolios of achievement to collate and fully understand each child's learning journey. This effective use of assessment information allows children's ongoing learning to be fully supported as they progress towards early goals. It also helps to ensure that they encounter interesting opportunities to play that offer challenge and the chance to use existing skills. Written development information is shared with parents who value the quality of the information that they are therefore able to see. The childminder has an excellent understanding of the Early Years Foundation Stage and of how young children learn through play and experiences. This shows an improvement in her work with children and ensures that all children are likely to make progress in their learning and development.

Children actively engage in their play and are keen to join in planned activities and initiate their own play. Many opportunities are provided for children to use a wide range of tools appropriately, such as, cooking utensils, cutters and rolling pins for play dough. They are encouraged to explore a range of textures when they play

with dough. They develop their language as they learn new words and enjoy listening to songs, rhymes and music. Children are confident in asking for resources they need as the quality of interactions between the children and the childminder are exemplary. Children develop creative skills as they enjoy painting, sticking and creating their own artwork. Children use their imagination well as they engage in role play for example by pretending to look after babies. Children develop an awareness of number as they count objects and organise toys in groups. Children's problem solving skills are developed as they fit shapes into spaces on jigsaws. Children's learning is promoted by the caring attitudes of the childminder who provides them with individual attention.

Children benefit from outings to a wide variety of places. These include local outings to places such as parks, Gym Tots and the local library. Consequently they are able to socialise with other children and become familiar with their local community. Children also have outings to places such as the beach, museums and the London Aquarium. These experiences allow them opportunities to learn and develop an awareness of the wider world. Children also learn about people in the community and learn to keep themselves safe as they interact with people such as fire and police officers. Overall the childminder provides rich and varied experiences that meet the needs of all children exceedingly well.

Children are supported as they find out how things work and move. Children show an interest in pushing and pulling, and build structures with construction toys and bricks. They play and press buttons and enjoy bright light flashes. The children sit to eat at the table together and enjoy eating a range of nutritious meals and snacks. Children show an understanding of healthy life choices and respond well to challenge and the expectations that the childminder has of them. The childminder is an excellent role model to the children and is calm and consistent in her manner with regard to her behaviour management techniques. Consequently children play together cooperatively, they share and take turns and behave well. Children's health and physical skills are promoted by regular opportunities to enjoy fresh air and exercise in the garden. They access this area during any weather and are provided with appropriate coats, boots, ensuring children are able to play outside. The childminder uses resources effectively outside to help children benefit from outside play. Outcomes are consistently promoted by the childminder in an outstanding way. Children are very happy as they make choices, use their imaginations and immerse themselves into the supportive and stimulating environment that the childminder provides. Children explore freely and show an enthusiasm for all that they do. They have trusting relationships with the childminder which forms a solid basis for their learning and development.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### 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>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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

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