

## Inspection report for early years provision

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<b>Unique reference number</b>	504361
<b>Inspection date</b>	14/11/2011
<b>Inspector</b>	Caroline Preston
<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 registered in 1997. She lives with her husband and adult son in Dagenham in the London borough of Barking and Dagenham. The whole ground floor of the house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six 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 the early years age group. She also offers care to older children up to the age of 11 years. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

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

Overall the quality of the provision is good.

Children's needs are met well and overall they make good progress towards the early learning goals of the Early Years Foundation Stage. Challenging play activities help promote learning. Effective relationships with parents help support children to learn and develop. Self-evaluation is robust in addressing any weaknesses and the childminder shows a good commitment to continually improving outcomes for children.

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

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

- display images of children's families, friends, pets and favourite people to help them develop a strong sense of themselves as a member of different communities.

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

The childminder has a good understanding of child protection issues which helps her take positive steps towards safeguarding children. She makes daily risk assessments to protect children from any potential hazards. These are written and detailed for both indoors and when taking children on trips. All relevant documentation is in place to help safeguard children. The childminder makes effective use of self-evaluation to addresses any weaknesses. This results in positive improvement in outcomes for children. The childminder has a strong drive to improve which is shown by her frequent attendance of different training

courses.

The childminder provides a well-resourced play area which helps children to enjoy learning and make independent choices. Toys are stimulating, challenging and age-appropriate and help children to make progress. The childminder has a thorough and consistent knowledge of each child's background. This helps her to meet their individual care and learning needs and takes positive steps to help them meet their full potential. Children learn about the wider world through varied activities. For example, they look at and discuss the countries on a world map. They learn about different national costumes by then sticking the correctly dressed people on each country on the map.

None of the children attend any other settings. However, the childminder understands the importance of working in partnership to ensure a shared approach to children's care and learning. She has established high quality relationships with parents which help to support children's needs and well-being. Regular communication and exchange of information develops understanding and trust. The childminder seeks the views of parents to help her monitor the quality of the provision and involve them in their children's learning.

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

The childminder displays a good knowledge of how children learn and develop. She makes effective observations and assessments of children's learning and takes photographs that show each child's progress. She uses this information to plan for their next steps. Children take part in an exciting range of activities which means that they are interested in play and motivated to learn.

Young children play well together, sharing and taking turns. They develop social and emotional skills as they become friends and they learn to negotiate during creative play. They enjoy each other's company and respect each other's differences as they learn about each other. However, photographs of their families and people important to them are not displayed to help them develop a sense of themselves as members of different communities. They enjoy creative play, sticking various materials on paper to create their own designs. They use their developing language skills to talk about what they have created and discuss the shape of the materials. Young children develop good physical skills as they play in the garden. They move with confidence and control when riding wheeled toys. They build effective skills for the future. For example, they practice skills used in later life when they take part in role play. They handle and use programmable toys, confidently turning and switching of the toys.

Children learn how to keep themselves safe. They listen to gentle reminders as they play, for example how to hold the scissors correctly. Young children are secure and develop a sense of belonging. Good quality interaction and well organised routines help children to feel safe. Children are developing a good understanding of healthy lifestyles. They adopt good personal hygiene routines,

always asking when they need to use the bathroom and washing their hands after using the toilet. This means they understand the importance of hygiene and their own personal needs. They enjoy playing in the garden which helps them to enjoy exercise and keep healthy.

## 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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