

## Inspection report for early years provision

---

<b>Unique reference number</b>	128261
<b>Inspection date</b>	28/11/2011
<b>Inspector</b>	Shaheen Belai

<b>Type of setting</b>	Childminder
------------------------	-------------

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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 was registered in 2000. She lives with her two children aged 15 and three years in Ilford, within the London borough of Redbridge. Minded children have access to the whole of the ground floor, one bedroom and bathroom facilities on the first floor. There is an enclosed outdoor play area for children's use.

The childminder is registered to care for a maximum of five children under eight years of age; of these, two may be in the early years age range. The childminder currently has four children in the early years age range on roll, attending both full-time and part-time sessions. The childminder supports children with special educational needs and/or disabilities, and children who learn English as an additional language. The childminder is registered on the Early Years Register, the compulsory and voluntary parts of the Childcare Register.

The childminder is part of a childminding network and the Children Come First quality assurance scheme.

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

Overall the quality of the provision is good.

The childminder is well experienced and knowledgeable about child development. She provides children with an interesting play environment. She values all children as individuals and generally meets their learning and welfare needs very well. Children enjoy the opportunities that they have to explore, make choices and be independent. The childminder promotes effective partnerships with parents and other professionals to support children's ongoing learning and development. The childminder reflects on her work and uses a range of systems to self-evaluate, however these are not revisited regularly. She has a good capacity to improve all aspects of her provision.

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

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

- improve systems to identify children's individual learning needs on entry to the setting, to ensure consistency in the completion of the entry profile forms to assess the starting points of all children at the setting
- further develop the self-evaluation process to help identify ways to improve outcomes for children on a regular basis.

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

The childminder uses well written and informative policies and procedures to inform parents about the service that she provides. For example, the child protection and complaint procedure. This ensures the safe management of the provision which meets children's needs well. Children are properly safeguarded and all procedures protect children's interests. The childminder is experienced in caring for children and works with a good understanding of effective practice. Children play in a well managed environment which is risk assessed regularly to promote their safety. Children play safely indoors, outdoors and on outings where they can explore and decide what they want to do. Children's good health and well-being is promoted by the childminder. She maintains good standards of hygiene and manages illness or accidents well.

Children play in spacious accommodation which they feel comfortable in and which stimulates them. The childminder carefully selects resources and activities that children can take part in, which supports their overall learning. In addition, children enjoy being taken on outings to the local children's drop-in groups, farm and library. This gives children valuable social and learning experiences of their world. Children have an active part in their own play which the childminder supports sensitively, as well as taking a more direct approach when required. The provision is inclusive. All children are understood as individuals with their own interests, background and potential values. In addition, children take part in activities that help them understand their diverse world, through resources and celebrations of festivals. The range of partnerships that the childminder has developed, for example, with parents and other professionals is significant. She meets with professionals in different settings, exchanges relevant information and gains information for herself. This contributes to supporting children's ongoing learning and development very well.

The childminder has taken positive steps to evaluate the impact of her work with children. This is so that she can begin to make decisions about improvements and developments for self-evaluation. She also uses feedback from parents to reflect on what she does. Being part of a quality assurance scheme with the local authority means that the childminder has set targets to meet. The systems used for self-evaluation are good and informs the childminder about most aspects of her service. However, they are not reviewed on a regularly basis to consistently promote outcomes for children. She has met all previous recommendations. This has resulted in correct documentation being in place for supporting children's safety and ensuring information is shared with parents. She attends regular training to update her knowledge, therefore improving aspects of her service provided to children. On the whole, the childminder demonstrates a good level of commitment to maintaining continuous improvement.

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

Children make progress as they play purposefully with the childminder's support, and her good knowledge of child development. She has good systems in place to assess children's learning through regular observations, using photos and samples of children's work as supporting evidence. However, the childminder does not identify children's starting points to gain an overview of the progress children make from the time they start in her care. Although, the information the childminder does collate, reflects children's progress being made in their learning journeys. She shares this information well with parents to keep them informed of how their child is progressing, as well as for identifying children's next steps in learning. The childminder has a good awareness of what interests children have, their individual stages of development and which children need further support. This is because she plays alongside children, engages as a play partner and observes children closely. She is supportive of all abilities and ages playing together. She therefore, plans activities and the layout of the room carefully to ensure she supports individual styles and needs. This helps to ensure children can play together and have access to interesting and appropriately challenging activities.

Children of all ages enjoy making choices. They decide to play and experiment with musical toys, resources with flashing lights, stacking shapes and lots of sensory resources. The outdoor garden is used effectively in the weekly planning and is well resourced. For example, children like to play in the enclosed trampoline, use resources to climb, crawl through or swing on. As children play, they interact well with the childminder who intervenes to offer good support and guidance. They show how much they love and trust her, as they reach out to her for a hug. A range of puzzles, shape sorters and stacker beakers help children understand how to solve problems. The childminder promotes children's communication skills as she talks to them and by looking at books together. She has begun to use books with props, take children to the local book library and sing songs with them to develop their vocabulary. In addition, the childminder uses basic signing and picture symbols to ensure children of all levels of language development can communicate. Children enjoy mark-making and are provided with materials to practise their early writing skills. Children use everyday technology, such as a children's computer and resources with digits to operate. The childminder has a very good understanding of the Early Years Foundation Stage and how children learn through play. Children apply themselves to activities for appropriate periods of time and show the ability to be able to build on what they can already do. Children thrive in a supportive setting as they confidently make choices and learn about their world. The childminder uses all available space well and children show enthusiasm for their play. Children acquire skills and abilities which are appropriate to their age and their progress. This ensures that most children are prepared well for future learning needs.

Children's welfare is promoted well by the childminder. They learn through practical fire drills and consistent reminders. These allow them to understand about their own safety and that of others. They are safeguarded and their behaviour is managed in a consistent way. This ensures that they learn about right

from wrong and respecting others. Children socialise with other children whilst visiting a range of community groups within the local area, whereby they begin to understand the varying needs of other children. Children have a good understanding of healthy lifestyles and choices. They are very active and receive a healthy diet. The planning of the day takes account of children's times for sleep or for quiet play, to ensure children rest.

## 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
--	---

### 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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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