

## Inspection report for early years provision

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<b>Unique reference number</b>	EY330763
<b>Inspection date</b>	08/12/2011
<b>Inspector</b>	Jennifer Liverpool
<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 registered in 2006. She lives with her husband and their four children, of whom two are adults and the other two are aged 14 and 12 years. They live in the Clapton area in the London Borough of Hackney. The whole of the ground floor of the house and a first floor bedroom are used for childminding purposes. There is an enclosed garden available for outside play. The childminder is on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She 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 caring for three children in this age group. The childminder is available to collect children from the local schools and visits toddler groups regularly. She is a member of the Hackney Childminding Network.

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

Overall the quality of the provision is good.

Children's individual needs are met well in all aspects of the Early Years Foundation Stage framework. Their safety is effective overall. Procedures to maintain their good health and promote equality and diversity are exceedingly good. Children make excellent progress in their learning and development, because the childminder supports them extremely well in an enabling environment. Partnership with parents is highly valued and this significantly enhances children's care and learning. Overall, the childminder demonstrates a strong commitment to building on existing childcare practices and shows effective capacity to maintain continuous improvement.

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

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

- extend the record of the risk assessment so that anything that a child comes into contact with in the garden is covered
- add parents' views to the ongoing self-evaluation process in order to thoroughly review practices and the services provided

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

The childminder demonstrates a good understanding of her role and responsibilities in regard to safeguarding issues. She also has a wide range of policies, such as the procedure for lost or uncollected children, which further

safeguards and promotes children's welfare. In the main, children's safety is promoted, as the childminder rigorously risk assesses planned outings and daily trips. She conducts daily, visual checks and completes a risk assessment in each room to identify and address any potential hazards. However, the risk assessments have not been altered to cover areas in the garden that children may come into contact with; these include the location of bricks for the barbecue and the rubble. Documentation for the safe management of children and the provision are in place and maintained well. The childminder's accomplished practice and effective daily routines promote children's good health.

The childminder deploys resources very successfully to enable children to thrive in their development. For example, the effective recording and assessment procedures and purposeful planning ensure that children make very good progress in their learning and development. The rooms are invitingly organised with child-size furniture and an extensive range of toys and equipment. Children's paintings and drawings are attractively displayed. The childminder values the children's contribution, which promotes their self-esteem. Equality and diversity are highly promoted. The childminder has created an environment where race, cultural diversity and linguistics are visibly celebrated; there is wide range of vibrant posters, labels and signs all on display at children's level. In addition to this, there is an accessible range of posters that reflect non-stereotypical images of disability and different family groupings. This environment actively encourages children to develop a very good understanding of differences and to fully appreciate diversity.

Excellent partnership has been established with parents through frequent informative exchange of communication that fully promotes children's care, learning and development. Parents are very well informed about the play opportunities, procedures and events by means of discussions, policy documents and notice boards. Parents' contribution to their child's observation and assessment enhances children's learning and development. Parents' written comments are extremely complimentary about the care and learning experiences offered to their child and the services that the childminder provides. The childminder encourages parents' feedback about the provision, though their views are not yet used as part of the childminder's ongoing self-assessment process. The childminder has established good links with other providers delivering the Early Years Foundation Stage and she actively responds to support from other professionals. This effectively supports the children in her care. The childminder has competently addressed the recommendations raised at the last inspection, which has strengthened procedures for safeguarding children. She constantly reviews her practice and, overall, the self-evaluation process accurately reflects her strengths. The childminder has attended a number of training courses to update her knowledge of childcare, which demonstrates that she has good capacity to improve the outcomes for children.

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

Children are settled and very well cared for by the experienced, caring childminder so they enjoy their day immensely. They approach the childminder with confidence to express their needs, such as wanting a specific toy. Children's behaviour is extremely positive, because the childminder consistently gives them lots of praise, encouragement and rewards. Children play harmoniously together, because they fully understand the principles for sharing. They wait patiently for their turn during activities and remind younger children that it is good to share toys. Children are highly motivated to learn and show much interest in the toys and activities set out for them. They are persistently curious and ask many questions about posters and photographic images on display. As a consequence, children learn about different countries and they understand reasons why people have happy and sad faces.

Children enjoy and achieve very well through highly effective use of observation and assessment. This enables the childminder to have thorough knowledge of each child's stage of learning and development. She systematically identifies next steps for each child to plan and extend children's development and maximise their talents. Parents are actively encouraged to contribute to their child's assessment, which enhances learning. Children's experiences and play opportunities are immense; this is because of the vast amount of high quality resources available and efficient organisation of the daily routine that meets their individual needs. For example, visits to community groups and specific activities are planned around care routines of younger children; this is so that they do not miss out and are equally involved with their peers.

Children are confident speakers, expressing their ideas and experiences very well using very good vocabulary. Young children develop excellent language and communication skills, as the childminder shows much interest in encouraging them to talk. For example, she regularly repeats their attempts at speech and sensitively suggests new words. Children demonstrate a growing knowledge in counting and identifying numbers from one to 10, for example, as they count bicycles in the posters. Through highly successful use of mathematical games, such as dominoes, children learn to sort, match and compare. All children are highly creative through a substantial range of art and craft activities, such as bubble water, painting and cornflour mix. Young children explore an immense range of materials from glitters, feathers to sponges.

Children enjoy frequent opportunities for physical activities. They play in the garden daily, walk to and from shops regularly and enjoy trips to the local children centre and library. Young children develop their physical skills and confidence as they crawl through tunnels; sit and ride mobile equipment and push buggies around. Older children skilfully manoeuvre buggies around others, floor activities and furniture. Children fully understand why they wash after visiting the toilet and before eating, saying that they are good because there are no germs on their hands. Also, older children cover their mouths when coughing and know to use a tissue for their noses. Effective daily routines, explanation and posters enable children to understand the need for meticulous personal hygiene. Children choose

from a wide range of healthy snacks to fully understand the benefits of a healthy diet, discussing foods that help them to grow. They effectively learn to keep themselves safe through explanation about road safety when out on trips and taking part in regular emergency procedures.

## 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	1
The effectiveness with which the setting promotes equality and diversity	1
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	1

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

The quality of the provision in the Early Years Foundation Stage	1
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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	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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