

## Inspection report for early years provision

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<b>Unique reference number</b>	EY269193
<b>Inspection date</b>	19/01/2012
<b>Inspector</b>	Jill Nugent

<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 2003. She lives with her husband and three children, aged 15, 11 and four, in a house in Forest Gate in the London Borough of Newham. She uses the ground floor and first floor for childminding, and there is a secure garden for outdoor play. The childminder is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of four children under eight, of whom two may be in the early years age group at any one time. Currently, she has five children on roll, three of whom are in the early years age group. The childminder is a member of the National Childminding Association.

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

Overall the quality of the provision is good.

The childminder provides a welcoming environment, where children enjoy a variety of stimulating play activities. She prioritises children's well-being through her close attention to their individual health and safety. She is generally effective in promoting and extending children's learning through their play. Her communication with parents is excellent and encourages parents to be involved in children's learning. She makes good use of self-evaluation to reflect on her practice and to continuously improve the outcomes for all children.

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

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

- improve the use of systematic observation and assessment to plan relevant and motivating experiences for each child.

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

The childminder's paperwork is extremely well organised and maintained. She has effective policies and procedures in place to promote the safeguarding of all children in her care. She carries out detailed and regular risk assessments of her home and records the actions taken to minimise any potential risks. She takes care to risk-assess outings in detail so that she can promote children's safety effectively. Children learn what to do in the event of an emergency through taking part in regular fire drills. The childminder has an up-to-date knowledge and understanding of safeguarding issues and knows what to do if she has any child protection

concerns.

The childminder provides an accessible selection of attractive resources, alternating them during the day to maintain children's interest. Her toys and books are of good quality and are suitable for children of different ages. She spends her time with children, supporting and extending their learning through conversation. Children benefit from opportunities to learn new skills in adult-led activities, such as painting pictures of themselves or making fruit salads. They feel valued as individuals because the childminder is attentive to their needs. She makes sure that there are sufficient play resources on offer to allow children to play together if they wish, for instance when exploring a collection of role play items.

The childminder has an excellent partnership with parents. She provides very clear written information about her provision so that parents are fully aware of her systems and procedures. She makes available her weekly plans showing what learning opportunities are on offer each week. Parents regularly view her attractive learning journey files, which contain numerous annotated photographs of their children participating in different activities. These provide a particularly valuable record of children's time in her care because she describes for parents exactly what is happening in each photograph. Parents expressed their delight at being able to view these and to find out about the play experiences on offer to their children.

The childminder is fully aware of the importance of celebrating diversity and organises a variety of activities linked to different cultural and religious festivals. She is aware of the need to work with other professionals when necessary to ensure continuity of care and learning for all children. She has good links with local children's centres and liaises with other providers, such as local schools. Since her previous inspection, she has attended several training events in order to increase her own knowledge of childcare practice. She has recently been awarded a National Vocational Qualification at level 3. She evaluates all aspects of her practice and sets relevant targets for the future to enable her to maintain and develop its quality.

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

Children are extremely well settled and happy in the childminder's care. They develop excellent relationships with her and make friends with others in the group. Children feel very secure because the childminder is reassuring and supportive, for example if children are upset in any way. Children feel very much at home, often having fun with the childminder as they enjoy their play. They are actively encouraged to recognise and respect the feelings of others, and this helps them to share fairly. Children thrive on the close attention of the childminder and she responds to requests for help or for a hug. Their confidence is boosted through her enthusiastic praise for their efforts and achievements. As a result, children develop a very positive attitude towards learning.

Children enjoy the freedom to move around and make their own choices. They show great interest in the activities on offer and learn to concentrate on each chosen task in order to complete it. There are good opportunities for children to explore creatively using a variety of materials to create pictures and collages. Children show excitement at the prospect of something different, for instance when a large box of construction equipment is brought out. They are enthused by the childminder as she joins in their play and exploration. In this way, children learn to communicate, often using body language to make themselves understood before acquiring sufficient vocabulary to use spoken language confidently.

The childminder helps children to gain skills for the future in the key areas of literacy and numeracy. She shares books, and alphabet and number puzzles with them, extending their thinking through her open-ended questioning. She is aware of children's interests, and strengths, and organises activities in response to them. She uses a comprehensive system of observational assessment to record observations of children's learning and identify their next steps. These are also taken into account in her future planning, although she does not always plan a wide range of experiences to reinforce and extend the learning of individual children in all areas.

Children benefit from attending playgroups, where they have access to alternative resources and activities. They enjoy trips out, for example to the park or farm, which provide opportunities for increasing their knowledge and understanding of the world. The childminder talks with children about how to keep themselves safe in different situations. Children feel safe because they are always well supervised. They are offered nutritious snacks and meals, which contribute to increasing their awareness of healthy eating. Children have daily opportunities for outdoor play, which helps to keep them fit and healthy. They especially like to play in the garden, for example using the slide, trampoline or sand tray.

## 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	1

### 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	1
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

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