

## Inspection report for early years provision

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<b>Unique reference number</b>	EY362175
<b>Inspection date</b>	24/01/2012
<b>Inspector</b>	Shaheen Belai
<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 2008. She lives in Clapton, within the London borough of Hackney. The premises are situated on the third floor within a block of low-rise flats. Access is via lifts and stairs. The whole of the premises is used for childminding purposes. There is an enclosed balcony area for outdoor play.

The childminder is registered to care for a maximum of six children under eight years; of these, not more than three maybe under five years, and of these, one may be under one year at any one time. The childminder currently has six children in the early years age range on roll, attending full-time and part-time sessions. The childminder is also registered to work with an assistant. When working with an assistant the childminder may care for no more than six children under eight years; of these, not more than six may be in the early years age group, and of these, not more than one may be under one year at any one time. The childminder is registered on the Early Years Register, and the compulsory part and voluntary parts of the Childcare Register. The childminder supports children who speak English as an additional language.

The childminder collects children from the local school and goes to several under fives groups in the community regularly. She is a member of an approved childminding network.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good developmental progress, as they receive quality care in a safe environment. They engage in a broad range of activities that generally promotes their learning in all areas of development. Effective observation and assessment systems are in place to support children to make good progress in their learning and development. The childminder and her assistant are attentive and recognise each child's uniqueness. Partnership with parents is strong because consistent systems are used to ensure a flow of two-way communication. Links with other agencies is in place to support continuity of care for children. Documentation is well organised and contributes to children's overall well-being. The childminder is committed to ongoing improvement of her provision and this is evident from the significant progress made since the last inspection.

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

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

- further promote children's experiences of their own and other people's

cultures to celebrate the similarities and differences in a diverse society, such as through the provision of dressing up clothes

- promote early reading skills and independence by providing an environment that is rich in signs, symbols, notices; this includes the labelling of play resources stored within children's play area.

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

Effective arrangements are in place to safeguard children. All adults working with the children have undergone suitability checks. Assistants employed are made aware of the childminder's safeguarding policies and procedures, this contributes to children's welfare. The childminder is trained in first aid, therefore being aware of procedures to follow when addressing accidents. Detailed risk assessments are undertaken of the premises and the wide range of outings the children participate in. All required documentation is in place to contribute to children's overall care. This includes attendance records for children and assistants, documentation for recording accidents and when medication is administered. In addition, the childminder ensures she has written parental consents in place to further promote children's safety. For example, consent for seeking emergency medical treatment or for taking children on outings.

Children have access to quiet and comfortable areas in the home for rest. A varied range of quality furniture is used to ensure young infants are safe when they eat and play, such as using high chairs and soft cushioned seats. Resources are rich in range and variety, offering children opportunities in all six areas of learning. To support their learning further, the childminder ensures children access a wide range of community venues. Resources include a range of positive images to allow children to explore the diverse community they live in and promote their own self-identities; however, this is lacking in the area of imaginative play, such as dressing up. The childminder ensures that she and her assistants have recognised roles and responsibilities, this contributes to children receiving good levels of care and adult attention.

Parents are included from the onset of settling-in to exchange relevant information with the childminder. This allows for the childminder planning an individual care and learning routine that is unique to each child. Daily communication ensures relevant information is shared. The regular use of parental questionnaires allows the childminder to gain feedback on the service she provides. A range of policies and procedures that contribute to children's overall welfare is shared with parents, this includes the complaints procedure. The childminder has systems in place to work in professional partnership with other agencies and early years settings. This supports continuity of care for children, such as when children move onto school. The childminder receives regular visits from her network coordinator, ensuring she is kept informed of relevant changes and is developing her service. The childminder is a mentor to a number of new and existing childminders, offering professional advice and support to them.

The childminder demonstrates her commitment to ongoing improvement. Self-

evaluation is ongoing, allowing the childminder to identify the strengths and any weakness in her service. The childminder has met previous recommendations well, this has enhanced children's safety. The childminder attends a wide range of training; this includes obtaining a level three qualification in childcare since her previous inspection. She is also a member of an accredited childminding network group.

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

The childminder has a good understanding of observational assessment to monitor and support children's learning and development. Effective systems are used to ensure all aspects of children's learning is supported and monitored through regular observations. A good range of photographic evidence is used to support the findings of children's development, as well as samples of children's creative work. Individual planning for each child is based on the progress noted. All six areas of learning are consistently monitored and provided through the planning of appropriate activities, and experiences planned in the wider community. Children's progress is shared with parents daily. The childminder uses her good knowledge of the Early Years Foundation Stage to ensure children make good progress towards the early learning goals.

Children are very happy in the care of the childminder and her assistant. Young babies and toddler smile, chuckle and reach out for the adults who they have developed trusting relationships with. Children are very settled and happy, they are familiar of other children attending and are making friends. Children are busy at all times, engaged in a wide range of activities. Young infants explore resources with light, sounds and textures to allow them to learn using their sensory and tactile skills. Older children engage in challenging activities, which there are numerous. For example, as they complete puzzles, play games to match pictures or learn the value of numbers. Maps and a three dimension globe offer children an insight in exploring the wider world. The children explore a wide range of puzzles to explore people of different origins or disability. This enables them to develop positive self-identities and value others for their differences. The use of small windmills erected outdoors and the newly purchased weather chart, allow children to explore the impact of the elements in the daily weather. A range of computers specifically for children are enjoyed by them, as they develop skills in operating early technology. The re-organisation of access to books for children in the setting has been developed, to enable children to have much better free access. The books on offer are rich in range and number, they promote children's interest in early reading. However, this area of promoting early reading and recognition of print is not promoted further within the main play area. For example, clear labelling in text or print is not used with containers storing play resources at children's level. This also impacts on children's independence. The daily routine includes going out in the community. This ensures children have a variety in their routine and are able to explore wider learning opportunities. For example, they attend music sessions, visit to museums and visit the book library. This also ensures children have regular physical play, exercise and fresh air. Children are developing self-help skills, such

as learning feeding themselves. Children's creative work is displayed throughout the setting, this demonstrates examples of the variety of creative play the children engage in.

Children are cared for in very clean and well maintained premises. Good hygiene measures are followed by the childminder and her assistant to minimise the spread of infection and germs. For example, when changing nappies. Children enjoy healthy food and snacks on offer, with lots of chatter about the food they are eating. Menus are varied, which include fresh fruit, vegetables, grains, yoghurts, cereals and home made soups. Young infants receive the same foods but are made to the appropriate consistency to reflect individual development of weaning. Children's behaviour is very good, this is because they benefit from high levels of adult interaction and supervision. Consistent praise for achievements and reminders promotes children's understanding of what behaviour is acceptable. Whilst out on outings, the children learn the importance of safety. For example, the importance of why they wear high visibility vests and road safety.

## 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

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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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