

## Inspection report for early years provision

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<b>Unique reference number</b>	EY219555
<b>Inspection date</b>	07/02/2012
<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 2002. She lives with her husband and their four children, aged 14, six, five and three years of age. The premises are situated in Bethnal Green, within the London Borough of Tower Hamlets. Children have the use of the whole of the ground floor and the lounge, and bathroom on the first floor.

The childminder is registered to care for a maximum of three children under eight years of age at any one time, of these, two may be in the early years age range. The childminder currently has one child in the early years age range on roll, who attends part-time. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Child Minding Association and the local Quality Assured Childminding Network.

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

Overall the quality of the provision is good.

Children are extremely happy, content and thriving, because the childminder provides a high level of learning opportunities to promote children's development. Children are valued as individuals and supported to make the most of their abilities. Consequently children are making excellent progress towards the early learning goals. The childminder continually evaluates activities; therefore children are generally engrossed for long periods in stimulating activities. Positive relationships are enabling children to readily and confidently approach the childminder, supporting them to feel safe. Generally, the full range of documentation in place contributes to children's welfare. The childminder has excellent relationships with the parents, engaging them in their child's developmental progress. The childminder has a strong capacity to maintain continuous improvement, because she has met previous recommendations and updates her knowledge about childcare practice.

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

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

- record existing injuries sustained by children, seeking information from parents
- organise activities to allow children to play at their own pace, for both adult-led and child-initiated activities.

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

Children are kept safe and protected generally well. The childminder has attended courses in safeguarding, food hygiene and first aid. A full range of policies and procedures are shared with parents and contribute to the role of the childminder promoting children's welfare. For example, records are maintained of medication administered to children, children's attendance is recorded and a record of visitors to the premises is kept. However, pre-existing injuries are not consistently documented to contribute to children's well-being. Children play and move confidently in a safe environment, because the childminder's risk assessment procedures are effective in minimising potential risks to children.

The childminder shows great creativity in her use of resources and provides a stimulating environment that promotes children to explore with curiosity. The extremely well organised lay out of resources and the use of clear labelling, enables children to be highly independent in making selections of their own. The childminder is dedicated to gaining more childcare knowledge and attends further training consistently. Equality and diversity is promoted extremely well throughout all aspects of children's daily routine. Children have access to a wide, rich and positive range of resources to promote their learning of diversity. The childminder is aware of equality issues and promoting inclusion. She ensures that she has detailed knowledge of children's unique needs.

The childminder has an excellent commitment to working in partnership with parents. Parents are highly complimentary of the service provided. The childminder shares a comprehensive range of information with the parents and are continually involved in their child's learning and development. The childminder provides a daily diary report to parents, seeks their views via parental questionnaires and invites them when celebrating festivals with the children. The notice boards throughout the setting are highly informative of relevant information for parents, such as daily activities, groups attended and menu plans for the day. The childminder is aware of working in partnerships with other professionals to promote continuity of care. For example, she uses transitional reports to share with other settings that children may attend.

The childminder is committed to maintaining continuous improvement. She has begun to use the Ofsted online evaluation form to evaluate her provision. Alongside this, she also uses the regular feedback she receives from her network coordinator and the feedback gained from the parental questionnaires. She has met all of the recommendations raised at her previous inspection, this has contributed positively to children's welfare and learning. Since the last inspection she has gained a recognised level three childcare qualification. In addition she is a member of a quality assured childminding network group.

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

Children thrive in an environment whereby they can explore and experiment, using a broad range of varied resources and materials. They benefit from the high levels of adult attention and supervision on offer. The childminder selects activities carefully and takes children to a wide range of under fives venues in the community to compliment individual learning. Observational assessment is excellent and shows progress from the time of them commencing to the present in all six areas of learning. Photographic evidence, samples of children's creative work support the written observations carried out on a regular basis. Parental engagement is sought to ensure they are included in supporting their child's development in the home as well. Children engage in a very good range of both adult-led and child initiated play. On the whole, children spend long periods of time engrossed in purposeful, interesting and challenging activities. Although, children are occasionally interrupted by the childminder to move onto other activities. This impacts on their flow of learning and concentration.

Children love the musical instruments on offer, they create their own music with the toy piano or the shakers on offer. They dance, clap and smile away as they hear the music they create. Pictures and props are used to support children of all abilities to select songs and follow stories read to them. Children explore an extensive range of creative mediums as part of promoting their creative skills. For example, they use paints, glue, printing, shaving foam and sand. Children are supported to develop their physical skills. For example, young toddlers learn to climb the stairs with speed or learn how to climb furniture to sit safely. A rich and extensive range of books are set out to be inviting in various areas of the home. This engages children's interests to explore them. Children thrive from the positive relationships they have developed with the childminder, they seek her for cuddles and their faces glow when the childminder talks to them. The children love the praise and recognition showered on them, which promotes their self-esteem. The sounds and the affects of the wide range of interactive resources, engage children's curiosity to explore early technology. Children develop high levels of independence and responsibility from a young age. This is evident with self-help skills being promoted as part of the daily routine. For example, young toddlers learn to feed themselves and help to clear away play resources. Children have many opportunities for addressing problem solving, such as sorting shapes or completing puzzles from an extensive range on offer. Young children especially like to explore the contents of the 'treasure box', which offers them opportunities to use their senses to explore different sounds, textures and shapes.

Children feel safe because the childminder offers close comfort and security, within a consistent routine. From a young age children learn about how to keep safe. For example, learning the importance of the road safety when out in the community and being included in the monthly evacuation drills. Children benefit from the healthy food offered to them. Menu planning takes into account individual dietary needs and provides them with different cultural foods. Children are encouraged to develop a healthy approach to eating, such as being provided with five portions of fruit and vegetables everyday. Personal hygiene is promoted through the daily

routine, such as children learning to take care of their teeth. Daily walks in the community and the use of large resources in the park to climb and balance on, contribute to children developing a healthy approach to exercise. Children benefit from the close supervision and praise provided by the childminder to promote positive behaviour. House rules encourage social skills and consideration to others.

## 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	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	1
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	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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