

## Inspection report for early years provision

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<b>Unique reference number</b>	EY436416
<b>Inspection date</b>	14/03/2012
<b>Inspector</b>	Caroline Preston
<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.

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 registered in 2011. She lives with her daughter aged three years in Dagenham in the London Borough of Barking and Dagenham. The whole of the childminder's flat is used for childminding purposes. The childminder is registered to care for a maximum of four children under eight years at any one time, no more than two of these may be in the early years age range. She is currently minding one child in the early years age group. She also offers care to older children up to the age of 11 years. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

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

Overall the quality of the provision is good.

Children's individual needs are met overall and they make good progress towards the early learning goals of the Early Years Foundation Stage. Children are offered a good range of play experiences, however not all books and creative activities stimulate very young children. Children are safeguarded and their welfare needs are competently met. Partnerships with parents are good and help children settle and feel secure. Continuous improvement through training helps meet children's needs. Self-evaluation is robust and improves care and education offered to children.

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

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

- provide books to very young children that stimulate their curiosity
- provide materials to support young children to explore different creative resources.

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

Children are safeguarded well, as robust procedures are followed and regular training supports the childminder's good knowledge. Risk assessments are thorough and any potential hazards to children are removed. Assessments are carried out indoors, outdoors and when taking children on trips. All required documentation is maintained for the smooth running of the childminding service. Resources are good and help children to learn and develop; the well resourced playroom is inviting and well organized. All toys are low-level and so that very young children can easily access them, they are all safe and clean.

There are currently no children on roll who attend other settings or need support

from other agencies. However, the childminder is aware of the need to work in partnership with any other settings if the need arises. Equality and diversity is promoted thoroughly throughout the childminding practice. The childminder is aware of all children's individual needs, their starting points and what steps to put in place to support further learning. Play resources reflect different backgrounds and help children learn about their own. Young babies enjoy dressing up in their traditional clothing and sing songs from their own backgrounds.

Well established relationships with parents help young babies to feel secure and settled. Care routines are organised so that babies can rest according to their needs. Daily discussions with parents help build strong professional relationships and relevant information is exchanged. The childminder shares information related to progress and development, including observations and assessments. Parental questionnaires are offered to parents to gain their feedback about the childminding service.

The childminder embeds ambition and drives improvement by undertaking regular training courses to update her childcare knowledge. Self-evaluation is robust and identifies any weaknesses and action is taken to improve them. The childminder has improved the amount of resources she has, by making her own such as sensory toys for young babies.

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

Children develop skills for the future; they handle small programmable resources such as speaking toys. They learn how to turn these toys off and on and begin to understand how they work. Children are offered a varied range of fruits, so begin to understand the importance of a healthy lifestyle. Small children begin to walk and develop physical skills by playing with push and pull toys. They are shown and encouraged to wash their hands before and after eating and when supported in blowing their nose. Children feel safe as their daily care needs are met and they are shown how to play safely. Young children are supported when attempting to walk and when using large play toys. Children are beginning to share and take turns; small children are encouraged by the childminder who interacts well with them.

The childminder's good knowledge of how children learn and develop supports her in offering them a strong range of learning experiences. Young children are interested in play and explore the environment with interest. They have developed strong attachments with the childminder. Children enjoy listening to music and singing with the childminder. They begin to develop language such as, 'give to me'. Children understand simple meanings conveyed in speech, such as 'let's wash our hands'. Young children develop an awareness of number through number songs. However, opportunities to learn that things exist when out of sight, such as lift-the flap books are not available.

Young children pull themselves to stand and become more mobile, moving

between rooms safely. They begin to investigate their environment more and enjoy building with small bricks. Children begin to focus on what they want for example, walking to the small wheeled toys in the front room. Children experience some creative activities. However, too few opportunities allow them to explore with a range of media, such as sheets of paper on the floor to spread paint, glue or any other materials.

## 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	3
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
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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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