

## Inspection report for early years provision

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<b>Unique reference number</b>	EY435298
<b>Inspection date</b>	26/03/2012
<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 partner in Hornchurch in the London Borough of Havering. The ground floor of the house is used for childminding and there is an enclosed garden for outside play. The childminder is registered to care for a maximum of six children under eight years at any one time; of these, three may be in the early years age range. The childminder is currently minding four children in the early years age range. 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 needs are met overall and they make good progress towards the early learning goals of Early Years Foundation Stage. Children enjoy a range of good learning and play experiences. They are safeguarded and their well-being is effectively supported. Partnerships with parents are strong; however, their views have not been sought about the childminding service. Continuous improvement through training supports children's care and education. Robust self-evaluation improves childcare practice, as any weaknesses are identified and removed.

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

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

- ask parents for their views on the care and education provided.

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

Children are effectively safeguarded, as arrangements for safeguarding are good. Robust risk assessments remove any potential hazards to children. The childminder conducts risk assessments and ensures that children are safe when in the house, garden and on trips. All required documentation is in place for the smooth running of the childminding service. Resources are good and help children to learn and develop during everyday play. Stimulating, safe, attractive and age appropriate toys help children to learn and develop during everyday play. 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.

The childminder undertakes regular effective childcare training, which embeds

good ambition and drives improvement. This means she offers improved care and education to children in her care. Newly purchased play resources for different aged children are available, due to robust and good self-evaluation. The childminder promotes effective equality and diversity, as she is aware of each child's background. Good toys are available which promote differences and help children learn about the wider society.

Strong partnerships with parents help young children to feel secure and settled. Parents talk to the childminder each day about their child's needs and share progress information. This means parents know about their child's achievements and learning. However, parent's views about the childminding service are not known, to further develop practice.

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

Young children learn skills for the future; by playing with programmable toys, they learn how things work. Children develop positive attitudes to healthy lifestyles by learning the importance of handwashing and eating healthy foods. Children help prepare healthy snacks and discuss why certain foods are good for them. Children learn about safety as they play. They learn how to play safely in the garden using large wheeled toys. They discuss road safety with the childminder when out and about. Children behave well and learn to share and take turns, sharing books and balls, and listening to the childminder's instructions. This means that children have positive attitudes towards each other.

The childminder's good knowledge of how children learn and develop helps to support their development. Observations and assessments follow each child's progress and help to plan for future achievements.

Young children show their particular interests, for example, playing with small balls in the garden. The childminder has followed this through and purchased a range of balls to support the child's interests. Children develop a belief in themselves and are confident when playing together. They play with the sand and talk about making sandcastles. Children are learning words rapidly and can request what they want; they can describe and are clear about their likes and dislikes. Children enjoy singing nursery rhymes and can distinguish different sounds, such as animal noises. Children show some understanding of '1' and '2', when counting pretend money during role play. They count when singing different nursery rhymes and can complete simple puzzles. Children enjoy talking about home life and the special people in their lives. They construct using small-world models, such as a garage, or train track. Children enjoy making patterns in the sand and painting and express their own ideas in their work.

## 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

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