

## Inspection report for early years provision

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<b>Unique reference number</b>	EY353500
<b>Inspection date</b>	18/06/2012
<b>Inspector</b>	Liz Corr
<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 2007. She lives with her husband, three adult children, her fifteen-year-old son and her daughter-in-law who is registered as her assistant. They live in the N16 area of the London Borough of Hackney. The ground floor and toilet on the first floor are used for childminding. A garden is available for outdoor play. The home is accessed from street level using a flight of steps to the front door. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children at any one time, of whom three may be in the early years range. There are three children in the early years age group on roll; children in the later years also attend the setting. The childminder is a member of her local childminding network. She is also registered as a foster parent.

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

Overall the quality of the provision is good.

Children are cared for in a welcoming and very well-presented environment with a wealth of resources to meet their developmental needs. The childminder provides a highly inclusive service and promotes children's learning, development and welfare needs well. The childminder has developed a secure partnership with parents overall, communicating effectively to meet children's individual needs. The childminder has developed proactive systems to effectively maintain continuous improvement.

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

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

- develop further opportunities for parents to contribute to systems for assessing children's starting points and profiles to support their learning and development at home.

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

The childminder has a good understanding of safeguarding. Robust systems are in place for vetting family members, including the childminder's assistant. The childminder regularly updates her safeguarding knowledge so she has a good awareness of how to recognise and report child protection concerns. The childminder has clear and effective procedures for all aspects of her service. Detailed risk assessment procedures for the home and individual outings are in place. As a result, children explore their surroundings safely and play

independently. The childminder ensures that children know about any visitors to her home in advance and introduces them on arrival. This helps children to feel safe and secure.

The home is exceptionally well organised and provides a welcoming and inviting environment for children. They access a dedicated playroom with an excellent range of resources, which are easily accessible. The play equipment used in supporting children's learning and development is of a high quality. Children significantly learn about recycling, as they are familiar with recycling facilities in the home, including composting food waste.

The childminder promotes equality to a high standard. Children access an excellent range of resources with positive images of diversity. Furthermore, a colourful collection of posters with positive images of race, culture and ability is on display around the home. The childminder has an exceptional knowledge of each child's background and requirements. She updates her knowledge of inclusive practice regularly, which supports her in meeting children's individual needs.

The childminder effectively uses the process of self-evaluation to identify areas of good practice in her service and to set realistic targets for improvement. She has well addressed the previous recommendations from her last inspection. She has made good use of early years training courses to update her knowledge and skills. Consequently, outcomes for children are good.

The childminder develops secure relationships with parents. They receive regular information about their children's progress through daily diaries, discussions and sharing of development records. However, parents do not contribute to their children's learning and development record. The childminder asks parents to provide her with information about children's individual needs at the beginning of their placement. However, she does not link this to the different areas of learning. Systems are in place for parents to share their views about the setting. Feedback is positive; for example, they are pleased with the progress their child has made here and that they are learning about other cultures and have a good routine. The childminder is highly committed to working in partnership with others. She has very good experience of communicating with other professionals, which extensively promotes children's learning, development and welfare.

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

Children show they are confident and settled as their unique personalities and abilities are recognised and valued. They are confident and have highly secure relationships with the childminder, her assistant and her family. Children receive good support during their different stages of development. For instance, during toilet training, the childminder gently encourages them to make progress. Children are visibly pleased as they receive praise for their success. Nappy changing is a positive experience as children are encouraged to copy the childminder, as they clean their dolls with wet wipes. The childminder knows children very well and

understands how to support and encourage high levels of behaviour. Children respond very well to the childminder's age-appropriate techniques including praise, simple explanations and distraction. Furthermore, they are able to practise valuable independence skills, such as making choices and sharing their preferences for activities with the childminder. Consequently, young children are learning to behave very well. They enjoy a consistent daily routine, which includes daily outings to local drop-in groups. Children highly benefit as they learn to socialise with groups of children and participate in a wide range of educational and cultural activities.

The childminder successfully implements the Early Years Foundation Stage framework. She regularly observes children's progress in the six areas of learning. She beautifully presents photographs and examples of children's early writing and creative work to parents to document their progress. She considers the individual interests and stages of development when planning play experiences for each child. Children develop good skills for the future. Even very young children become inquisitive and independent learners as they explore their surroundings and help themselves to the inspiring resources. They make good progress in their language development. Children listen with enjoyment, and respond positively to songs and action rhymes. They make connections in their learning. For example, while completing a transport puzzle, they remember a familiar song about a train. They are delighted as the childminder sings along with them and encourages them to do the actions. Furthermore, they access a wide range of resources to promote their awareness and appreciation of other languages. The childminder uses her resources outstandingly to provide individual support for children who are learning English.

Children receive very positive interaction and a consistent daily routine. As a result, they demonstrate a high sense of security in the childminder's care. They listen very well as the childminder explains how to keep safe in the home, for example,, as they make their way downstairs to the kitchen. They practise the evacuation procedure every month, which means they learn how to behave safely in an emergency.

Children show a significant appreciation of healthy eating during both snacks and mealtimes. They happily help themselves to the healthy fruit selection for snack and tuck into home-cooked chicken curry and vegetables for lunch. Furthermore, they choose to eat their lunch outside in the fresh air in the covered area of the garden. This makes a pleasant and relaxed mealtime experience for them and they eat very well. Children gain a highly effective understanding of hygiene practices as they wash their hands before meals and follow hygienic nappy changing and toileting routines. A very good balance of indoor and outdoor play in the fresh air provides them with good exercise and stimulation. Consequently, they are ready for their lunch and a rest afterwards.

## 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	1
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	1
The extent to which children adopt healthy lifestyles	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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