

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY244077     |
| <b>Inspection date</b>         | 01/02/2011   |
| <b>Inspector</b>               | Lynn Palumbo |
| <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 was registered in 2003. She lives with her husband and three children in a house in Wanstead, in the London borough of Redbridge, within easy walking distance of shops, parks, nurseries and schools. The ground floor and bedroom on the first floor of the home are used for childminding. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children under eight at any one time. When working with an assistant she may care for 11 children under eight. There are currently 13 children on roll, eight of whom are in the early years age group. They attend at different times of the week. The childminder is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. The childminder has a pet cat.

The childminder is a member of the National Childminding Association. She walks to local nurseries and schools to take and collect children.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder successfully promotes most aspects of the Early Years Foundation Stage framework requirements within a suitable and inclusive environment. Children are progressing towards the early learning goals excellently and as a result they are happy, secure and settled. The childminder develops excellent relationships with parents and partnerships, which contribute well to children's welfare and learning needs being met. The childminder has effective systems of self-evaluation and is able to ensure her provision develops continuously.

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

To meet the specific requirements of the EYFS, the registered person must:

- ensure the record of the children's hours of attendance is maintained at all times for all children looked after on the premises (Documentation) (also applies to the Childcare Register)
- 16/02/2011

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

- continue to support children's growing independence to ensure they do things for themselves, for example, serving their own foods and water.

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

The childminder has a clear knowledge about child protection procedures and knows where to make referrals. She has an up-to-date first aid certificate. This ensures, if the children have any accidents or any concerns arise about the well-being of children, that correct procedures are followed. Effective records of risk assessments are in place, to ensure children's safety. This ensures any potential hazards are promptly identified and minimised within all areas of the home, car, activities and on outings. The childminder obtains parental consent for outings, photographs and emergency medical advice and treatment for all children in her care. Although an attendance record is in place for all children, the hours of children's arrival and departure times is not consistently kept up to date. This has an impact on safeguarding and is a breach of regulation. Effective documentation to ensure children's health is maintained excellently, for example, accidents and medications administered are documented. The childminder shares all her policies and procedures with parents at the outset to ensure they are well informed.

The childminder has designed an excellent layout of good quality toys and resources in the home and garden, to ensure children can access these easily. The childminder also makes very good use of the recreational services within the community, for example, the local childminding network group, library, woodland areas and parks. This ensures children's learning and development is enhanced and feeds into the continuous improvement of her provision.

The childminder demonstrates that she has exemplary knowledge about children's welfare and family backgrounds. For example, she is fully aware of children's health, dietary and care requirements, such as their sleep routines and the stage of weaning. Children are provided with an excellent range of resources that foster an awareness of diversity in society, for example, they learn about different cultures and disability. The childminder identifies children with speech delay and ensures parents are fully supported.

The childminder's systems of self-evaluation are effective and she has identified areas for development within her setting, for example, a newsletter is available and parents are involved in the planning. In addition, she has made effective use of the early years development worker who has provided information on training courses and observations. The childminder has plans to continue her professional development and attend a course in special educational needs and/or disabilities. The recommendation raised from the previous inspection has been met.

The childminder has established excellent strong relationships with the parents. They are informed about their children's learning and development through daily discussions, samples of their children's work and written observations. Regular parental consultations ensure parents are fully informed about the assessment cycle, and each child's future targets. The childminder has excellent relationships with partnerships. She is fully aware of other professional organisations involved within the Early Years Foundation Stage. Speech therapists and other specialist workers are welcomed into the home to observe the children, if necessary, and

their advice is valued. The childminder cares for children who attend other early years settings. Relationships have been established and systems to ensure a two-way flow of information is shared about children's learning and development is fully in place.

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

The childminder has developed effective assessment systems and uses photographic and written evidence alongside the observations she conducts. The observations are based on initial assessments when the child commences and continues to provide information about what the children have achieved and their next stages of development. Children and toddlers are happy to explore the resources in the play areas and they soon choose a toy or an activity. They quickly become engrossed in their play or creative work. For example, they make cakes, taking turns to add, count and mix the ingredients. After baking they carefully design with blue icing and thoroughly enjoy eating telling their friends how they were made. Children's and toddlers' speaking and listening skills are developing excellently. While playing with resources that reflect disability, they say 'I want to be blind' and 'People who use wheelchairs need help to travel'. Toddlers tell the early years inspector all about their child profile, they say 'This is me painting'. Older children say 'I like coming to the childminder's home because we have fun and she makes me nice snacks and meals'. Children and toddlers carefully select their favourite books and exploring the pictures, they also listen and enjoy when the childminder reads stories. They are encouraged to talk about their feelings and special people in their families they love. Children's letter formation is developing well as the childminder supports them to write letters of their name and toddlers mark make on a variety of materials. Children and toddlers have a broad range of experiences to develop creatively as they manipulate modelling dough, design paintings and create lots of activities using glue and a wide range of materials. Children and toddlers develop their knowledge and understanding of the world very well. They plant bulbs, learning that water and sunlight are required to grow. Children visit the farm to learn about animal habitats and collect foliage from woodland walks. In addition, they explore the properties of sand and water play, filling, pouring and measuring with containers. The activities chosen to celebrate children's diverse cultural backgrounds are successful. Children and toddlers have been learning about the celebration of light and make clay pots during Divali. They dress in a wide range of cultural costumes and have a wide range of resources and toys that reflect disability and culture. All children are encouraged to access all toys and resources regardless of their gender. This ensures children are learning about a diverse society.

Children and toddlers have excellent opportunities to learn about healthy lifestyles. Toddlers have made their first steps and the childminder provides advice to parents about sensible foot wear to help them in their walking. In the childminder's garden, children and toddlers enjoy the range of resources displayed; they bounce on trampolines, ride trikes and play in the paddling pool during the summer. In addition, they play in ball pits and challenge their skills on soft play and

recreational equipment. The childminder prepares nutritious and well-balanced home cooked meals and snacks and children take pride in washing their hands before eating. Children take pleasure in sociable snack times when the childminder and assistant sits with children, engaging them in conversation and talking to them about the healthy foods that they are eating. However, there is less opportunity for children to develop independence skills, for example, through preparing their own snacks, serving their own foods and pouring their own drinks. Overall, there are effective measures within the setting to ensure that children and toddlers play safely. For example, they practise fire drills and road safety. This helps children learn about their personal safety in the event of an emergency. Children, including toddlers, show an extremely strong sense of security and belonging to the setting. They are confident and enjoy playing together and have a mutual respect for each other. The childminder and assistant manages children's behaviour calmly and well. Children respond positively to praise. The childminder and her assistant are exemplary role models with a professional attitude towards their roles.

## 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

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|------------------------------------------------------------------------------------------------------|---|
| <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

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|------------------------------------------------------------------------------------------------------|---|
| <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                                | 1 |

### The quality of the provision in the Early Years Foundation Stage

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|------------------------------------------------------------------|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
|------------------------------------------------------------------|---|

### Outcomes for children in the Early Years Foundation Stage

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|------------------------------------------------------------------|---|
| <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            | 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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report 16/02/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report 16/02/2011