

Inspection report for early years provision

Unique reference number	EY332854
Inspection date	22/09/2008
Inspector	Catherine Greene / Chris Banks
Type of setting	Childminder

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the childminding

The childminder was registered in 2006. She lives with her mother, who is registered as her assistant, and her two adult children. They live in the Holloway area of Islington. She is registered on both the Early Years and Childcare registers. The first floor level of the property is the main area used for childminding and there is a fully enclosed patio available for outside play. The childminder is registered to care for a maximum of three children at any one time. She currently has two minded children on roll who are aged two and six years old. The childminder walks to local schools to take and collect children. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

The childminder is developing her service to promote children's welfare, learning and development to ensure they are safe and progress well through the early learning goals. She has satisfactory knowledge about adapting the environment, activities and resources to ensure all children are able to participate fully. Partnership with parents is a strength and this contributes to ensuring children's needs are met. The childminder makes use of the self-evaluation to identify key strengths and weaknesses and is fully aware of improvements she plans to address. This is the childminder's first inspection since registration therefore there are no previous actions or recommendations to be met. However, the childminder is self reflective and already identifying areas in which she would like to develop such as recording risk assessments and planning activities based on children's current interests.

What steps need to be taken to improve provision further?

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

- use Early Years Foundation Stage guidance to improve knowledge of child development and use this to monitor children's progress, provide suitable activities and resources to promote their development, and share information with parents
- improve fire safety precautions by drawing up and practising an emergency escape plan
- ensure the fire blanket is fitted to the wall in the kitchen according to the manufacturers instructions
- ensure that children have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice.

The leadership and management of the early years provision

The childminder has policies and procedures in place and effectively shares these with parents. The childminder has a good understanding of child protection

procedures and a secure knowledge about vetting all adults living or working within the household. She has some risk assessments in place for outdoor activities, although not all risk assessments have been conducted within the home, such as a fire drill and evacuation plan. The childminder meets with parents at the outset to ensure they become familiar with her provision and encourages parents to settle their children before leaving them. Parents receive both verbal and written feedback about their children's day. They are able to experience what their children have been doing so that this learning can be continued at home. The childminder communicates with parents at the outset to gain knowledge of children's starting points giving her the tools to help them make progress. The childminder has knowledge of learning disabilities and difficulties and has a good understanding about liaising with both parents and outside agencies. She is committed to ensuring her provision is inclusive to all children and families. As part of her improvement plan she wants to develop her selection of resources to provide positive images for children and to promote anti-discriminatory practice. The childminder demonstrates a satisfactory understanding of the Early Years Foundation Stage to enable her to promote all outcomes for children. She has devised systems to enable her to liaise with other early years providers and parents but has not fully implemented these. She recognises this as an area of improvement in order to wholly meet the needs of the children. She has completed her self evaluation form which reflects she is able to evaluate her practice and identify areas of improvement. The childminder actively gains views from parents and acts on these to make improvements to her provision.

The quality and standards of the early years provision

Children are content and happily settled, they enjoy their time with the childminder. She is attentive and gives regular praise and cuddles, consequently children's sense of self is reinforced, building their confidence and self-esteem. Children respond very well because the childminder prioritises her time so that she can dedicate her attention to the children. Having a registered assistant present means that the children receive constant interaction. The childminder spends time working closely with children and responding to their enquiries as they play, as a result they are confident to initiate and extend their own play and learning.

The environment encourages children's independence and supports them as they progress through the early learning goals. They are able to self select from a satisfactory range of resources and activities which interest them. This in turn develops children's self confidence and decision making skills. The childminder interacts at the children's level, responds to their questions and asks questions to extend their learning. She knows the children well and follows their interests, such as taking them to the Sobell centre to extend their physical skills. She helps children adopt healthy habits and a good understanding of the benefits of physical activity.

The childminder is developing a system to observe and assess the children in her care but has not currently implemented this fully within her provision. She recognises this is an area to improve to ensure each child's development and next steps are fully identified. The childminder has knowledge of how to adapt activities for different ages and stages of development. This includes supporting older

children in completing their homework and younger children being encouraged to make use of resources that make them think, such as puzzles and programmable toys.

The childminder is a positive role model, she is supportive and kind to the children. She rewards children's good behaviour with positive body language, smiling and spending time with children, giving them her attention. She is clear about what behaviour she expects from each child. She sets clear and realistic boundaries so that each child knows what is expected of them. The childminder makes children safe by raising their awareness of 'themselves'. She teaches them road safety on walks to and from school and in the local community. The childminder plans activities to foster an awareness of the wider world amongst the children within the diverse local community. Children currently have limited access to books and resources which foster an understanding of other cultures, disabilities and gender roles. The childminder works effectively with parents and communicates with them daily about their child's day. Parents are able to read the daily diary and are welcome to spend time with their children within the provision, observing and discussing their child's progress. This enables parents to continue activities and learning within the home environment.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Satisfactory
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Good
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Good

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Satisfactory
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Satisfactory
How well are children helped to stay safe?	Satisfactory
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Satisfactory
How well are children helped to make a positive contribution?	Satisfactory
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.