

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY286345    |
| <b>Inspection date</b>         | 10/02/2009  |
| <b>Inspector</b>               | Liz Corr    |
| <b>Type of setting</b>         | 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 2004. She lives with her three children aged between 13 and 17 years. They live in a three bed roomed maisonette in the N16 area of the London borough of Hackney, close to parks, schools and local drop-in groups. Children access the living room and toilet on the ground floor, and a playroom and bathroom on the upper floor.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding three children in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and attends several toddler groups on a regular basis. She is a member of an approved childminding network and is a member of the National Childminding Association.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children feel secure in the childminder's care because she gets to know them well as individuals. Their individual needs are well known to the childminder as she works in partnership with parents to ensure these are consistently met. Children enjoy playing and learning in the welcoming environment where they can easily access the play equipment. The childminder has begun to evaluate her service and identify areas she wishes to improve. Well organised policies and procedures are in place, shared with parents and help underpin the childminding service.

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

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

- further develop the good learning opportunities children are offered by providing young children with a wide range of natural materials to explore
- further develop safety by recording details of the emergency evacuation practices
- continue to develop knowledge of the Early Years Foundation Stage guidance to plan, monitor and assess children's progress, and fully develop partnership working.

## The leadership and management of the early years provision

The childminder has a caring but professional approach to childminding. She has attended several courses to keep updated of recent changes, often in the evenings. She has developed good support systems through her local childminding

network which she attends regularly. The childminder has a positive approach to improving her service. She has completed a self-evaluation form for her setting and has begun to identify areas for improvement. The recommendation set at her previous inspection has been met, which related to inclusion, which enhances the welfare and well-being of the children at her setting.

Children are safeguarded as the childminder has developed effective policies and procedures for promoting their welfare. The childminder has a clear understanding of how to protect children from harm and abuse. Her policies detail where she can obtain advice and support in the event of a child protection concern. All parents are provided with a copy of her child protection procedures and are aware of her responsibilities. Clear risk assessments are in place to promote children's safety both indoors and on outings. The childminder provides safe equipment for young children to sleep and eat comfortably. Safety gates are in place to prevent children from accessing areas of the home that are not used for childminding. Children are learning to keep safe as they take part in emergency evacuations. However, these are not recorded to monitor concerns or improvements. Fire safety equipment is in place including a fire blanket and smoke detectors which are tested regularly.

The childminder holds a current first aid certificate. This means children receive appropriate care in the event of an accident or emergency. Secure systems ensure that parents are informed of any accidents and are provided with a written report.

Good working relationships have been developed with parents. Regular discussion takes place in order that parents are informed of their child's progress. Clear information is recorded at the beginning of the child's placement to ensure the childminder is aware of their individual needs. Parents are provided with useful written information about the childminding service.

## **The quality and standards of the early years provision**

Children benefit from the childminder's knowledge of the Early Years Foundation Stage. As a result they are provided with activities that are planned with their interests in mind. For example, the childminder noticed that one of the younger children has a strong interest in music and has planned a series of activities around this. A selection of push button toys that play familiar songs are provided and their interest further promoted as the childminder encourages the children to sing along to a selection of songs and action rhymes.

The childminder has recently introduced systems to record children's starting points at the beginning of their placement, these are used to monitor their initial progress. The childminder has begun to develop systems to observe and record children's development using photographs and written examples of their interests. The childminder has not fully developed systems to share their development with the parents. However, she has identified this as an area she wishes to improve. Some children attend other settings who also provide the Early Years Foundation Stage curriculum. General discussion takes place with staff about the children's day at collection time. However, communication systems to promote continuity for the Early Years Foundation Stage, are not fully developed.

Children are happy and secure in the childminder's care. She knows them well as she has developed good communication systems with their parents. The childminder considers the children's feelings and when one child has a cold, she is very aware they are not as happy as usual, and provides extra cuddles and reassurance. The childminder sits with younger children as they play with a selection of musical toys, she carefully monitors their involvement and organises new activities when they lose interest. Very young children enjoy the childminder's enthusiasm during story sessions. One child chooses a book about clothes and this is made meaningful to them as the childminder discusses the similarities and differences between their clothes and the ones in the story. One child becomes very interested as they point to their tights which are just like the ones in the book. They are learning about colours and their language is promoted throughout the story as they are encouraged to repeat words from the book.

The childminder is helping the children to develop their imagination as she provides opportunities for role play. The childminder supervises them well as they push the buggies and dolls into the hall as they pretend to go shopping. The childminder uses language to encourage their thinking and understanding as she reminds them to take their door keys, or they will be locked out. One child enjoys pressing the numbers on a toy mobile phone as the childminder asks if they will telephone her when they are out. They are learning early mathematics as they are take part in activities where they sort out shapes. The childminder supports their understanding as she encourages them to count the pieces with her. Young children have opportunities to develop their curiosity and explore as they access some natural play materials. However, an effective range of natural play materials and activities have not been fully developed.

Children are praised and encouraged throughout their play which promotes their self-esteem, as a result they behave well. The childminder provides extra support when they are upset or feeling sensitive. This reassures them that she is aware of how they are feeling, which comforts them. The childminder works effectively to promote inclusion. Children feel welcome as they are provided with activities that positively reflect their cultural background. For example, the childminder loans books from the library to share with all the children about their different countries of origin. This provides a valuable opportunity for all the children to value other cultures. The childminder has completed several courses to increase her knowledge of caring for children with learning difficulties and/or disabilities, to further promote inclusion.

## 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*

### Overall effectiveness

|   |   |
|---|---|
| <b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b> | 2 |
| How well does the provision promote inclusive practice?   | 2 |
| The capacity of the provision to maintain continuous improvement.   | 2 |

### Leadership and management

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|---|---|
| <b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>          | 2 |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | 2 |
| How well does the setting work in partnership with parents and others?                            | 2 |
| How well are children safeguarded?  | 2 |

### Quality and standards

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|---|---|
| <b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>  | 2 |
| <b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>       | 2 |
| How well are children helped to stay safe?  | 2 |
| How well are children helped to be healthy?   | 2 |
| How well are children helped to enjoy and achieve?  | 2 |
| How well are children helped to make a positive contribution?   | 2 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 2 |

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](http://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 since the last inspection.

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.