

Inspection report for early years provision

Unique reference number	102028
Inspection date	12/02/2009
Inspector	Tom Radcliffe
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 1997. She lives with her husband and two children aged 16 and 14 in Camden in the London borough of Camden. The whole of the ground floor of the childminder's house and two first floor rooms are used for childminding. Children are regularly taken to local parks for outdoor play.

The childminder is registered to care for a maximum of three children at any one time and is currently minding three children under five all day. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder attends local toddler groups.

The childminder supports children with learning difficulties and disabilities.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder has a very good knowledge of each child as an individual which enables her to meet their needs and ensure that children learn and develop very well. Children's safety and security is promoted at all times and children independently access a good range of excellent activities including regular visits within their community. The high quality of the childminder's provision is supported by an outstanding partnership with parents and highly effective processes of self-evaluation which allows continuous improvement. Children make very good progress given their age, ability and starting points.

What steps need to be taken to improve provision further?

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

- continue to develop educational programmes to ensure that children make progress towards early learning goals.

The leadership and management of the early years provision

The childminder manages the setting very effectively, safely and meets children's needs as all required policies and procedures are in place. Children are very well safeguarded as effective and well thought out procedures are available and all adults are vetted for suitability. Children explore the spacious setting independently accessing resources with very good levels of supervision at all times. The childminder undertakes regular and effective risk assessments to ensure that children's safety is paramount, for example, all resources are checked before use, collection routines are secure and each venue visited is independently risk assessed. The childminder promotes children's good health and well-being by her good understanding of effective practice, for example, if children are ill or have accidents. Children are also given a sense of understanding their own health and

safety as they learn about personal hygiene, healthy eating and how their behaviour may impact upon others in the setting.

The childminder makes an outstanding use of self-evaluation and works to ensure that her level of provision is continuously improving and that children's needs are promoted constantly. There have been improvements since the last inspection and also improved outcomes for children. She obtains relevant information about her work from the responses made by children as she carefully observes them to ensure that the entire range of their needs are understood and met. She has a very good and accurate understanding of children's starting points and their interests and from this plans suitable activities to promote children's learning in an enjoyable and exciting way. She maintains very good written records to demonstrate the progress that is made by individual children. The childminder ensures that her skills are updated as she undertakes regular training and takes part in development opportunities. She has a very good understanding of how young children learn and is highly effectively delivering the Early Years Foundation Stage (EYFS). The childminder maintains an inclusive setting where the uniqueness of each child is reflected throughout all aspects of the provision.

The childminder has an outstanding partnership with parents. She provides written information for them which is informative and from which they gain a complete understanding of the service that she provides. Parents have access to very good development information about their children and are able to meet with the childminder both informally and on specially arranged occasions. The childminder ensures that she has a complete understanding of the children that she minds from information derived from parents and ensures that this process is ongoing at all times. The childminder has experience of liaising with external agencies and has given considerable thought to methods of giving other providers accurate development information about the children she minds when this is appropriate. Parents greatly value the work of the childminder; they trust her judgements and appreciate the progress that their children make.

The quality and standards of the early years provision

Children make very good progress in a child-friendly play environment. Their independence is promoted as they decide what they want to do and select resources freely. The storage of play equipment promotes children's independence and children have ample space in which to move, explore and play. The childminder facilitates this very effectively and makes skilful interventions to enhance children's learning, add impetus and offer support. As children arrive and quickly settle into their routines they select activities such as books, role play equipment and puzzles. The childminder's good observation skills and the carefully collated portfolios of children's work and experiences allows there to be a very good understanding of the progress that children make. The childminder works from children's interests and development needs to plan their next steps in learning and broaden their experiences through play. This gives children challenging and interesting opportunities to learn as they take part in messy play, use numbers and learn about words, letters and writing. The experiences that the children have are greatly enhanced by the well planned visits that they have, for

example, to the zoo or to drop-in centres. The children in the setting show very good standards of behaviour and positive relationships to each other and to the childminder. All children share resources and will take turns, the older children also support the younger children showing a good understanding of their needs and abilities. The childminder's behaviour management is very good, she uses praise and encouragement at all times and fully understands that children's self-esteem is an important consideration. She also uses appropriate language when she talks to children of different ages which greatly aids their understanding about their own behaviour. Children respond well to their learning opportunities and to the childminder as they play together and share conversations. The childminder makes children feel secure and through asking questions, explaining things and encouraging children to respond verbally promotes children's language development very well. For example, in a role play activity the childminder encouraged a child to think about the feelings of others and say what she thought about them. Children have access to a range of purposeful activities that cover all areas of learning and which they can undertake with or without adult support. Children's physical and creative development is promoted very well and they have a growing understanding of their world and community. The childminder uses many useful opportunities in the activities that children undertake to give them a good sense of the diversity that they may experience in their lives. The childminder has an excellent understanding of the EYFS and ensures that children progress towards early learning goals. In order to ensure that children continue to make progress the childminder is using self-evaluation to develop the educational programmes that children will experience.

The welfare of all children is promoted by the childminder who understands the need for appropriate policies and procedures and implements them fully and consistently. Children are safe, happy and progressing in all areas as they access appropriate and well planned activities. The childminder shows a caring and supportive relationship to children and is committed to them achieving the best that they can. Children enjoy what they do and achieve very positive outcomes. They can manage their own behaviour well and understand about their own health and safety. In addition children respond well when making decisions and show growing levels of confidence and independence.

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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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?	1
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

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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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 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.