

Inspection report for early years provision

Unique reference number	EY297750
Inspection date	30/03/2009
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 husband and three children aged seven, five and two years in Archway in the London borough of Islington. The main living room on the ground floor of the childminder's house is used for childminding together with two upstairs rooms.

The childminder is registered to care for a maximum of two children at any one time and is currently minding one child under five and one child over five after school. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder walks to local schools to take and collect children. The family has a pet cat. She is a member of an approved childminding network.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder is able to promote the learning and development of all children as she has a good understanding of their individual needs. The childminder's effective practice ensures that children are safe and secure at all times and have access to a good range of interesting activities including those within the local community. Children make good progress given their age, ability and starting points. A good partnership with parents supports the childminder's provision well and developing processes of self-evaluation have a positive impact on the setting.

What steps need to be taken to improve provision further?

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

- continue to develop a full range of educational programmes in all areas of learning to ensure that there is a greater understanding of children's progress towards early learning goals.

The leadership and management of the early years provision

The childminder manages the setting effectively and to meet children's needs as all required policies and procedures are in place and readily available. Children are safeguarded as a result of this and all adults within the household are vetted for suitability. Children's independence and choice is promoted very well by the childminder who manages to supervise the children appropriately while allowing them to explore the spacious play areas. Regular risk assessments ensure that children play in carefully managed and safe areas, for example, all resources are checked before use and journeys to and from the setting are undertaken safely. The childminder's understanding of effective practice ensures that children's good health and well-being is promoted, for example, if children fall ill or have minor accidents. The childminder allows the children to have a good understanding of

their own health and safety as conversations take place that relate to personal hygiene, healthy eating and playing safely with consideration to others.

The childminder uses very effective processes of self-evaluation which ensure that her provision improves as do outcomes for children. There have been improvements since the last inspection as the childminder take opportunities to reflect on her practice. She acts on feedback from both parents and children to ensure that the range of children's needs and parental wishes are skilfully accommodated within the setting. The childminder has a very good understanding of the starting points of each child and careful observations provide her with accurate information about progress which she uses when planning future activities. The children themselves are very involved in deciding what they do as the childminder promotes their independence and takes great care to listen to their ideas and feelings. The childminder updates her skills with regular training and has a good understanding of how young children learn and so is effectively delivering the Early Years Foundation Stage (EYFS). The childminder maintains an inclusive setting where each child is valued and understood as an individual.

The childminder has a good partnership with parents. She provides informative written policies and procedures for them about her service and is able to give them information about the progress that their children are making. In order to meet the needs of children the childminder gains all necessary information from parents and on-going informal contacts enhance this approach.

The quality and standards of the early years provision

Children play in a very child-friendly setting and make good progress. Their independence, choice and overall involvement in the setting is promoted at all times. Resources are available to be chosen according to the wishes of children and they have ample space to play and explore. The childminder supervises children well and she supports them appropriately as they play, for example, she arranges art activities, makes ICT resources available or offers suggestions to children about what they can do. Children settle quickly and confidently in the childminder's home as they have conversations with each other, have snacks and access resources. The learning and play environment is very well organised by the childminder as she uses careful observations and her understanding of children to plan interesting and appropriate activities for them. She is very flexible in this, for example, children decided not to complete some art work and instead played a computer game and then used other play equipment. The setting is very lively and vibrant with many conversations and much activity as decisions and choices are made, children show positive relationships to each other with good standards of cooperative behaviour. The childminder has a sensitive approach to behaviour management as she ensures that children show respect to each other while allowing them to take responsibility for their own behaviour. To support this approach the childminder talks to children effectively so that they have a clear understanding of the expectations that are placed on them. Children respond very well to the childminder as they readily converse with her and seek out her support when it is needed. Children's language development is very good as both spoken and written language have a high priority in the setting. Children use numbers as

they play and tackle every day activities such as biscuit making and their all round physical development is enhanced by a large range of activities and resources. The child learn about their community as they journey through it and have regular planned outings in it and their creative development is promoted by well thought out activities. 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. The childminder has a good understanding of the EYFS and has a good grasp of the progress that children are making towards the early learning goals. However educational programmes are not fully developed in all areas of learning which would enable the childminder to have a greater understanding of children's progress towards early learning goals.

The welfare of children is promoted by the childminder who consistently implements effective policies and procedures. Children play an active part in the setting and are happy, safe and making progress in all areas as they access appropriate learning opportunities. The childminder supports children well which enables them to enjoy what they do and achieve positive outcomes. Children show mature levels of behaviour, independence and are confident within the setting. In addition children have a growing sense of how to make healthy life choices and keep themselves safe.

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.	2

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?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
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?	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

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.