

Inspection report for early years provision

Unique reference number	102019
Inspection date	19/03/2009
Inspector	Tom Radcliffe

Type of setting	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 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 1995. She lives in Belsize Park in the London borough of Camden. The living room of the childminder's first floor flat is used for childminding and there is a fully enclosed garden for outside play. Children also use facilities in the local community. The childminder's premises are accessed via a lift

The childminder works with an assistant and is registered for a maximum of six children and is currently minding five 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 uses childminders support groups and facilities in the local community.

Overall effectiveness of the early years provision

Overall the quality of provision is satisfactory. The childminder ensures that she understands the needs of children and is working to meet a range of their learning and development requirements. Children play in a safe and secure environment which is well organised and allows children access to appropriate activities both indoors and outdoors. The childminder has a good partnership with parents, which helps the childminder understand the children as individuals and which contributes to children's needs being met. Children make satisfactory progress, given their age, ability and starting points. The childminder makes use of self-evaluation to improve the service that she provides.

What steps need to be taken to improve provision further?

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

- develop appropriate educational programmes to ensure that children progress towards early learning goals in all areas of learning.
- develop assessment arrangements so that individual children's progress can be better understood and planned for.

The leadership and management of the early years provision

The childminder provides users of her service with all required policies and procedures which results in the setting being managed safely, effectively and in the interests of all children. Children are very well safeguarded as all adults are vetted for suitability and levels of supervision at all times are satisfactory. The childminder provides spacious, dedicated accommodation for children to play and explore in where they can be independent and make some choices about what they play with. Regular risk assessments are undertaken to ensure that hazards that children face are minimised and the childminder's knowledge of effective practice further ensures the safety of children. For example, all resources are

checked prior to use and movement within the childminder's home is controlled by the use of safety gates. Children's good health and well-being is promoted by the childminder's day-to-day routines, for example, when changing nappies, handling food and if children fall ill or have minor accidents. Children are given age appropriate support about their own health and safety, for example, when they play outside the home, use resources together and learn about sharing communal space.

The childminder is starting to formally review her practice to ensure that she identifies areas that require development, for example, there has been progress since the last inspection. She gains important information from children through careful observations which enables her to both understand and meet the care and welfare needs of individual children. The childminder takes care to understand the starting points of children with detailed information that she gains on enrolment and is starting to understand the progress that children make in all areas of learning. The childminder has a satisfactory knowledge of the Early Years Foundation Stage and of how young children learn, which is beginning to impact on the progress that children make. The childminder promotes inclusive practice very well and she has very effective procedures in place to ensure that all children are supported in their learning, for example, those children who use English as an additional language.

The childminder has a good partnership with parents which is shown by the level of two way communication between them. Parents inform the setting about their children and the childminder provides parents with written development information as children progress and undertake activities. The childminder makes a range of information available to parents about their children and ensures that parents have a good understanding of her approach to working with children.

The quality and standards of the early years provision

Children show signs of making progress as they spend time with the childminder. They have some opportunities to be independent as they select toys, play individually or work with other children and the childminder or her assistant. The childminder arranges her play resources to enhance children's independence as they are accessible and children have sufficient space in which to play and develop. Children decide to play with musical toys, use puzzles or mark making resources. They also enjoy playing outside, which they request and benefit from visits to parks, the library and a city farm. The childminder ensures that she gathers information from children as they play through observations and conversations. She uses this information thoughtfully to provide a range of activities so that children are given opportunities to develop and make progress in all areas. The childminder uses flexible planning that revolves around set care routines, regular outings and the things that children like to do. The childminder ensures that she, with the help of her assistant, allow children access to activities that are both age and developmentally appropriate. As a result children play with construction sets, shapes, jig saws and enjoy taking part in messy play. The childminder develops children's language effectively through asking questions and prompting responses from them. In addition they have a growing sense of the

written word, enjoy interacting with books and are becoming more confident speakers with growing vocabularies. Children also learn about numbers through songs and everyday counting activities. Children mostly show positive attitudes to each other and to adults and the childminder in particular exploits opportunities to enable children to understand how their behaviour can impact on others, for example, when older children have to be more aware of the needs of younger ones. The behaviour management strategies used are largely effective as children receive consistent messages about what is expected of them and enjoy being praised and rewarded where this is appropriate. In order to accommodate the varying needs of children of different ages the childminder ensures that older children are able to play individually as she deploys her assistant well. The caring relationships that exist between adults and children helps to ensure that children become engaged in activities and learn from them, for example, as stories are shared or as children invent movements to music. Children settle very quickly into the childminder's home and spend their time playing with the opportunities that are presented to them. The childminder's knowledge of the effective implementation of the EYFS and her use of assessments are not sufficiently developed. For example, educational programmes have not yet been developed to ensure that children progress towards early learning goals in a systematic way. In addition, assessment arrangements do not give the childminder enough information about children's progress in relation to early learning goals.

The welfare of children is promoted by the childminder who has a good working knowledge of effective practice. Children play in safe and secure premises and are supported well as they access interesting activities. Children are beginning to make all round progress and are showing an understanding of their own health and safety and of their own behaviour.

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?	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
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?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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 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.