

Inspection report for early years provision

Unique reference number	EY378763
Inspection date	20/08/2009
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 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 2008. She lives with her husband, father-in-law, brother and sister-in-law and one child aged six years in Dalston the London Borough of Hackney. The whole of the ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of four children under eight years at any one time of which no more than two may be in the early years age group. When working with another childminder the childminder is registered to care for a maximum of seven children under eight years at any one time of which no more than four may be in the early years age group. She is currently minding one child under five all day and works regularly with another childminder. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder attends a local carer and childminders support group and is a member of an approved childminding network.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The childminder has a good knowledge of each child's individual needs which helps to ensure that she meets a range of their learning and development needs. Children play and learn in a well managed environment which is safe and secure and which offers a range of appropriate learning opportunities. The childminder's practice is well supported by a positive partnership with parents which contributes to the progress that children make. The childminder makes some use of self-evaluation and feedback to gain an understanding of 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:

- continue to develop educational programmes to ensure that children access appropriate opportunities as they learn and progress towards early learning goals.

The leadership and management of the early years provision

The childminder has all required policies and procedures in place which she regularly updates and shares with parents. This results in the setting being managed safely, effectively and in the interests of all children. Children are very well safeguarded as all adults living in the childminder's home are vetted for suitability, procedures are effectively implemented and levels of supervision respond to children's needs. The childminder allows children to use all available space freely, both indoors and outdoors, as they explore, make choices and develop their independence and confidence. Children's safety is promoted as the

childminder implements risk assessments which reduce the potential hazards that children may face. For example, she monitors all resources for ongoing safety and suitability and restricts access to storage areas carefully. The childminder has a good understanding of effective practice which ensures children's good health and well-being. For example, if children fall ill or have minor accidents and her day-to-day routines are hygienic at all times. Children of all ages are given appropriate opportunities to learn about their own health and safety as they play outdoors, have nutritious snacks and undertake a range of trips within the local community.

The childminder uses self-evaluation to gain an overview of the level of her provision and she uses feedback to bring about any required improvements, for example, all suggestions made at registration have been carefully followed. She observes children effectively to ensure that their care and welfare needs are met and her understanding of each child's starting points supports her knowledge of the progress that children make. In addition the childminder undertakes appropriate training and development and has an understanding of the Early Years Foundation Stage (EYFS). She also has a good understanding of how young children learn through play and first hand experiences which impacts on children's progress. The childminder promotes inclusive practice and takes every opportunity to promote the individuality of each child.

The effective working relationship with parents is shown through regular exchanges of relevant information which includes written development material, parental feedback and access to all policies and procedures. In addition, the childminder skilfully uses information from parents about each child's background to plan appropriate learning and play opportunities to promote inclusion and equality of opportunity. The childminder ensures that there is regular contact with parents both informally and formally.

The quality and standards of the early years provision

Children make progress as they access a range of play opportunities independently or with the support of adults. Resources are stored to encourage children to make choices which they enjoy as they play with construction sets, role play equipment and wheeled toys. The childminder makes very effective observations on children as they play. She uses information obtained in this way to provide children with a range of interesting and appropriate activities. The childminder's planning ensures that children experience learning in all areas, benefit from set routines and regularly access play experiences away from her home. As a result of these well thought out approaches children access activities that suit their individual age and development needs. The childminder effectively promotes the language development of the children through conversations, asking questions and when she encourages children to express themselves. In addition children have a very positive attitude to books, they use mark making equipment and are starting to understand about letters and sounds. Children are also able to use a growing vocabulary as they learn new words through play, for example, different colours, animals and shapes. Children have opportunities to learn about numbers through appropriate counting activities and the use of puzzles, number songs and construction sets. Their creative development is promoted through messy play and

dress up activities and their physical development is given very good attention as they play indoors and outdoors. The childminder's use of multicultural resources and regular trips into the community allow children to have an understanding of their world which is being developed as children get older. The atmosphere within the setting is very positive as children enjoy their play experiences and the attentive support of the childminder. Children show a good attitude to their learning and to others in the setting and the childminder's behaviour management techniques are very effective and consistent. Through gentle encouragement children are able to explore their environment, apply themselves for increasing amounts of time and gain in confidence in a range of areas of learning. The childminder has a satisfactory knowledge of the EYFS which supports her work however she should continue to develop educational programmes to ensure that children access appropriate opportunities as they learn and progress towards early learning goals. The childminder has effective written portfolios of children's achievement in place which she is developing to enable her to track progress in a more formal way.

The welfare of all children is promoted in a satisfactory way as the childminder implements effective practice consistently. Children are safe, happy and well safeguarded. They progress well as they are supported by the childminder and access meaningful activities. Children show good levels of independence, communication and have a growing sense of their own health and safety.

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?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	2
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	2
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

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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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