

## Inspection report for early years provision

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<b>Unique reference number</b>	102141
<b>Inspection date</b>	05/05/2009
<b>Inspector</b>	Tom Radcliffe
<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 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 1992. She lives with her adult son in Kentish Town in the London borough of Camden. The whole of the childminder's ground floor flat is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of five children at any one time and is currently minding three children under five during the day. 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 toddler group.

She is a member of an approved childminding network.

## **Overall effectiveness of the early years provision**

Overall the level of provision is good. The childminder has a very good understanding of each child's individual needs which enables her to effectively meet the whole range of their learning and development needs. The environment in which children play is maintained in a very safe, secure and hygienic condition where children access a good range of interesting activities. The childminders good relationship with parents and external agencies ensures that children make good progress given their ability, starting points and age. The childminder uses self-evaluation well to understand the strengths of her service and areas that may require development.

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

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

- develop a broad range of appropriate educational programmes to support children as they make progress towards early learning goals
- continue to develop self evaluation to support ongoing improvements in the level of provision.

## **The leadership and management of the early years provision**

The childminder has carefully and thoughtfully produced all required policies and procedures which ensure that the setting is managed effectively, safely and in the interests of all users of the provision. Children are safeguarded well as a result of this and the childminder's good levels of supervision. The accommodation used by the children is spacious and well arranged which promotes their free movement, independence and exploration. All hazards in the play environment are well managed as the childminder undertakes regular and effective risk assessments. These also are used when children play outside and when undertaking a range of

worthwhile outings within the local community. The childminder's good knowledge and understanding of effective practice ensures that children's good health and well-being is promoted, for example when children have minor accidents or fall ill. In addition, the childminder allows the children to develop a sense of their own health and safety as they play together, have healthy snacks and learn about personal hygiene.

The childminder is beginning to make very good use of self-evaluation to promote positive outcomes for children. She strives at all times to do the best that she can for children and constantly seeks ways of improving her service. She observes children carefully to ensure that they are happy within her home and that their progress is as she would expect. She uses this information and that gained from parental feedback to modify her provision. In addition, the childminder works closely with the local authority and responds to any written feedback that is presented to her. The childminder undertakes regular training and development to update her skills, for example, in delivering the Early Years Foundation Stage (EYFS) and safeguarding children. All recommendations from the last inspection have been acted on. The childminder's good knowledge of how young children learn ensures that she is effectively delivering the EYFS. The childminder's setting is inclusive and all children are supported well. The childminder intends to build upon her use of self-evaluation in order to ensure that her setting continuously improves.

The childminder has a good partnership with parents. All written information about her provision is clear and informative and the portfolios of children's achievements give a clear picture of how children are developing. The childminder ensures that all informal contacts with parents are supported by daily diaries from which parents gain a large amount of information about their children and how they spend their time when in the setting.

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

Children make good progress in the setting which is child friendly, well organised and very welcoming for them. The childminder promotes children's independence very well as they decide what they want to do and which resources they want to use. The storage and arrangement of equipment promotes this, as does the childminder's skilful support as she offers children advice and guidance while respecting their decision making. Children are able to use mark making equipment on a table top, play with cars and animals on the floor or share books and learn new words. The childminder makes regular and accurate assessments on children's progress through observations and reviewing what children say and do. She collates this information to gain an overview of the progress being made and what the next steps in learning should be. The childminder has a flexible approach to planning as she responds to the attendance patterns of the children and their individual development needs. Care routines and regular well planned outings to a local park, library or drop-in facilities form the basis of the activities that children undertake and these are supplemented by others based on children's interests and spontaneous events. The childminder ensures that children have a good balance of learning opportunities and where possible she links together activities to give

children a broader understanding, for example, children used books and toys to prepare them for a visit to a local farm. The children in the setting show a very positive relationship to both each other and to the childminder. The children welcome each other at the start of a session and quickly settle to activities as they confidently separate from their parents. The childminder acts as a positive role model to the children and offers each child very good levels of support while engaging each of them in useful conversations. The behaviour management strategies used by the childminder are very effective as children are praised appropriately and simple rules are consistently and patiently applied. All children respond very well to the childminder and enjoy talking to her, following her suggestions and asking for help when they require it. The childminder develops the children's language very well through conversations and an effective use of written material including books, posters and displays. Children enjoy taking part in early writing activities and are given an understanding of number and value through songs, stories and everyday activities. Children's physical and creative development is given good attention through a range of activities, for example, at a baby gym or while using role play equipment. The childminder ensures that all activities are suitable and that children are working towards early learning goals. To ensure that children's progress continues to be good the childminder intends to develop a broader range of educational programmes in all areas of learning that build on what she already uses.

The welfare of all children is promoted well by the childminder who is very experienced and has a good understanding of effective practice in all areas. Children are very happy in the setting and are always safe and secure in an environment where their needs are understood and consistently met. They are very well supported by the childminder who has a very caring approach to children and who works effectively to ensure that all children develop and progress. Children achieve positive outcomes and have a growing sense of themselves and the world around them

## 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

<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

<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

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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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