

## Inspection report for early years provision

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<b>Unique reference number</b>	133301
<b>Inspection date</b>	06/10/2009
<b>Inspector</b>	Siobhan O'Callaghan
<b>Type of setting</b>	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 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the childminding

The childminder was registered in 1997. She lives in Islington, North London. The home is close to local shops, parks and schools. The whole of the ground floor is used for childminding purposes and children have access to the first floor bathroom. There is a fully enclosed patio area available for outside play. The childminder has three pet cats.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register to provide care for a maximum of six children under eight years at any one time, of these, not more than three may be in the early years age group and of these not more than one may be under one year at any one time. The childminder is currently caring for three children in the early years age group. One of the children attends full-time whilst the other two children attend on a part-time basis. The childminder is able to walk to local schools to take and collect children. The childminder attends a local toddler group and is also a member of her local childminding network where they meet up every fortnight. She is also a member of the National Childminding Association.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a welcoming and inclusive home environment for children where their individual needs are consistently met. Children benefit from the positive partnership with parents that have been established, and the secure systems in place to work with outside professionals where this is necessary. Children are making good progress in their learning and development as the childminder presents them with interesting activities and experiences which are tailored to their age and stage of development. Children's welfare is protected through many secure policies and procedures, which overall help to keep them safeguarded. The childminder demonstrates an enthusiastic approach to instigating improvements within her setting; this can be seen within her commitment to being part of a childminding network, where the focus of the group is on continually reviewing practice, to bring about positive outcomes for children.

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

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

- develop ways in which parents are supported and encouraged to contribute to their children's assessment records
- develop a system to monitor concerns with regards to the document: What To Do If You're Worried A Child Is Being Abused.

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

The childminder has developed a comprehensive range of good quality records, policies and procedures to support the safe and efficient management of the Early Years Foundation Stage. Children are cared for in a safe and secure home environment, as daily risk assessments are conducted to ensure that they are not exposed to potential hazards. The childminder has instigated further risk assessments for all outings that she embarks on with children. These occasions are also utilised to teach children about the importance of keeping safe and learning, for example, how to cross roads safely and to be aware of potential dangers within their environment. The childminder has a good knowledge and understanding of safeguarding children procedures; she keeps her training within this area up-to-date and she shares her safeguarding policy with parents. However, she is yet to establish a system to record pre-existing injuries that children arrive with, which will further enable her to monitor any arising concerns.

The childminder is committed to implementing improvements to her provision, which in turn enhances positive outcomes for children. Since her last inspection she has attended numerous training events to further develop her knowledge and skills within the early years field. For example, her training with the EYFS has supported her to develop positive planning and observation systems to ensure that all children within her care receive a balance of learning opportunities. Consequently, all children are supported to make good progress within all aspects of their learning. The childminder provides a well-organised environment for children where they are able to independently access an excellent range of good quality resources which actively promote diversity and inclusion. Thus, children are developing a positive and purposeful approach towards valuing their differences. Children feel a strong sense of belonging within this provision as the childminder shares with them their individually handmade books. The books show photographs of their family members and their friends within the childminding provision. These valuable books have been made in liaison with parents and compliment the already inclusive practice within the provision.

The childminder values working in partnership with parents, which in turn supports her in meeting children's individual needs. Although there are no children present who are attending other early years settings, the childminder is clear about her duty to work in partnership with all settings involved with the children. It is evident that parents are extremely happy with the care their children receive, in recent letters of thanks and within parental questionnaires, they comment on the many strengths of the childminding provision. Parents comments include: 'My childminder is extremely professional and communicates very well to ensure all of our child's needs are met. I am fully informed of his day. Most importantly my child is delighted to see our childminder in the mornings, he is settled and secure with her.' Other comments include: 'the childminder provides a loving home environment.' Parents clearly value the regular updates that they receive about their children's day. They have good access to their children's observations which include photographs of them at play and any special achievements. However, the childminder is yet to involve parents in contributing to these valuable assessments

to ensure that their views are also considered. Overall, positive partnerships with parents fully support children's continuity of care and their feeling of security within the provision.

## **The quality and standards of the early years provision and outcomes for children**

Children are cared for in a warm and stimulating environment where they can be fully independent as they confidently help themselves to a good range of quality resources that offer them ample challenges. Both babies and toddlers are developing strong independence skills as they are able to demonstrate their needs both verbally and through their actions. For example, older children confidently help themselves to drinks and request to have more resources from the toy cupboard. Whilst babies express their pleasure through clapping and moving their bodies up and down excitedly, when they wish to have something immediately, they let the childminder know through their actions that it is time for a drink or a snack. It is evident that the childminder has established secure and loving relationships with the children, they clearly enjoy the cuddles and kisses that they receive. Children are supported to enjoy their play as they have access to small furniture where they can sit at a comfortable level to participate within activities.

The childminder plans effectively to meet individual children's needs by recording observations of their progress and development and then using this information to plan for their next steps in learning. She is skilful in ensuring that all children receive equal attention and support as she manages her time effectively. For example, whilst younger children are intrigued to explore the magnetic letters on the fridge, they enjoy the childminder sitting close to them on the floor. Older children are also sitting close by at the table playing with a creative play dough activity. During this time, the childminder communicates with all children and shows an interest in what they are doing. She praises all their efforts and consistently informs them of how clever they are as she offers them challenges, such as counting how many objects they can make with the dough, or seeing if they can sound out the letters they can see on the fridge. Consequently, children develop a strong self-esteem as they learn new skills whilst they are having fun within their play. Children have many resources to promote their curiosity and exploration, babies enjoy musical instruments and treasure baskets, whilst older children like to explore construction resources as they build with bricks, and demonstrate how their cars can speedily travel down the multi-story car park.

Children's well-being and safety is given due emphasis as they learn through their routines the importance of keeping safe and behaving in responsible ways. For example, children are reminded of the importance of tidying away resources on the floor before getting out more toys, as they may pose as a tripping hazard. The childminder promotes excellent role models to children which they fully respond to. They are learning how to work cooperatively as they play alongside each other and respect their differences. Children are learning about their local community through their daily walks and through topics and resources, which enhance and enrich their understanding of the wider world. They are developing a positive attitude towards living a healthy lifestyle as the childminder ensures that they are

provided with healthy and nutritional foods. Children enjoy eating rice cakes and fruit for their morning snack and they remain well-hydrated as they always have access to drinks. Children have good opportunities to get fresh air and enjoy energetic play on a daily basis as they walk to all the local amenities including the park, library and toddler groups that they attend. Overall, children are developing many valuable skills which help to set secure foundations for their future learning.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	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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