

Inspection report for early years provision

Unique reference number	EY284596
Inspection date	25/11/2009
Inspector	Catherine Greene

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 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.

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 2004. She lives with her adult daughter and another daughter aged 16 in a three bedroom maisonette situated within the London Borough of Hackney within walking distance of Homerton High road. The main area to be used for childminding is the first floor living room. Children have access to a secure garden.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of three children in the early years age range at any one time and four children overall. She currently cares for three children in the early years age range.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a setting where their welfare is given high priority. The warm and welcoming approach from the childminder helps the children to settle quickly and they present as content and happy in the home and routine provided. Children's safety is given good attention and is underpinned by secure policy and procedural documents which are shared with the children's parents for continuity. She has completed the on line self-evaluation and has already put in place some of her planned improvements. She attends regular training to update her skills and knowledge.

What steps need to be taken to improve provision further?

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

- give more attention to observation and assessment of the children to support their learning and development in the six areas
- provide more equipment and resources that reflect a range of interests and support the equal opportunities policy.

The effectiveness of leadership and management of the early years provision

The overall welfare of children is positively safeguarded because the childminder demonstrates a strong commitment to act in their best interests at all times. She has a thorough understanding of child protection issues and is knowledgeable about possible signs and symptoms of abuse. She knows the action to take if she has concerns about a child and is aware of the role of Ofsted. In line with new requirements, there is also a written procedure to follow should any allegations be made against herself or members of her household. The childminder ensures she keeps herself professionally well informed by attending safeguarding training at regular intervals.

Children's safety is well maintained because the childminder supervises them well and children are learning to play safely in the well organised home environment. Consistent attention to risk assessments means she is able to identify any potential hazards and good safety measures have been put in place in her home. She has attended recent training and demonstrates a good understanding of what to do if she is concerned about any of the children in her care. Well thought out policies and procedures which are read and signed by children's parents, ensure the childminder is clear about what she is doing, and carefully completed records also closely monitor children's attendance. All required safety equipment is in place. In case of emergency, children are familiar with evacuating the premises, as fire drills are regularly practised with them. As a consequence, children are learning about the benefits of keeping themselves safe.

Children are positively valued and their backgrounds and abilities highly respected. Through a variety of activities, children are encouraged to learn about the wider world and to respect people who are different from themselves. Partnership with parents is given good attention and parents are fully included in the childminder's aims. This allows her to get to know the children well and helps to support children's contribution and future progress. Good daily routines help the children settle and give particular strength to children's outdoor experiences and participation in group and social activities. Those who may have additional languages, for example in French, are well supported in partnership with parents, who give the childminder key words that she can use to comfort the child. Comprehensive information is gathered and recorded at the beginning of each placement. Time is also taken to explain each of the childminder's written policies and procedures, copies of which are exchanged with parents.

The childminder builds up secure relationships with the children, welcoming them into her family. Children express themselves freely, secure in the knowledge they will receive a consistent, warm response. Their behaviour is well supported and there is close interaction between the childminder and the children she cares for. Resources are easily accessed but limited in some areas, particularly to support the childminder's equal opportunities policy in reflecting difference and diversity. Despite this, she demonstrates a good level of ambition in her efforts to continuously improve the service using the self evaluation system and with very good support from the Local Authority. The childminder demonstrates a strong commitment to providing a good quality service to children and families. She constantly evaluates her childcare practice and actively seeks ways to improve. This term she has attended a number of training events and her commitment is ongoing. This contributes to further developing her already very good childcare practice.

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

Children enjoy their time with the childminder and settle well. They comfortably explore the environment and available toys whilst being reassured and cuddled by the childminder who sits with them on the carpet and offers encouragement during

play. They behave well and demonstrate increasing independence as they use the electronic toys, books and wheeled toys. They explore a range of books, enjoy the repetition of familiar songs and tunes and often dance along to familiar rhythms. Good opportunities to support children's problem solving and early counting skills regularly happen through rhyming activities and building block games. They enjoy and benefit from role play and 'dress up' days and regularly visit the park, childminder's drop in and local libraries.

Children's overall learning and development is well supported. Parents are valued partners. They are kept very well informed about their child's progress from the outset and are encouraged to extend their child's learning in the home and to join in with celebrations throughout the year. Children's combined experiences inside and outside the childminder's home provide them with a stimulating, well-balanced range of play and learning activities. This helps them make good progress towards meeting their early learning goals. From her training, the childminder understands well how different activities support particular areas of children's learning and makes them fun and interesting. Children's communication, language and literacy skills are very well supported. The childminder uses very good communication skills with children and is knowledgeable of a range of techniques to support children as they learn to read and begin to problem solve. Her patience and willingness to listen and respond to children's needs helps them feel valued and secure. Written observations of the children's achievements, whilst at a developmental level go some way to enabling the childminder to chart the children's progress in the six areas of learning but are not fully operational. Information gained from observations as a result, is not always clearly used to chart the children's next steps. Photographs and discussions with the children's parents are planned and will support this area well, however, and will allow parents to see visual examples of their children's play and their progress in learning.

Children are able to adopt healthy lifestyles as they participate in physical activities and adopt good habits, such as washing their hands before eating, for example. They benefit from being able to play in a clean and well managed home. The children make a positive contribution as they slowly learn new languages and feel a valued member of the community. They feel safe with the childminder and benefit from lots of close contact and secure relationships. The children demonstrate this by being increasingly independent, for example whilst choosing their favourite toys and by seeking support when needed. They enjoy a well balanced diet and regular water together with food brought in from home to provide continuity.

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

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

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	3
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

Outcomes for children in the Early Years Foundation Stage	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	2
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met