

Inspection report for early years provision

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Inspection date	21/01/2010
Inspector	Anneliese Fox-Jones
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).

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.

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Description of the childminding

The childminder registered in 1996. She lives with one of her adult children. They live in a house situated in the London Borough of Islington. Local shops and parks are within walking distance. The ground floor living room, cloakroom and the kitchen are available for childminding. Children also have access to a bedroom upstairs for undisturbed sleep. There is a fully enclosed garden available for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age group. When working with an assistant the childminder is registered to care for a maximum of 10 children under eight years, of whom no more than six may be in the early years age range, of whom no more than two may be under one at any one time. The childminder currently has six children on roll in the early years age range and children attend at various times throughout the week. The childminder also cares for children who are over eight. The childminder attends local drop in groups on a regular basis. She is a member of the National Childminding Association. The childminder holds a formal childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides an interesting, well-equipped and welcoming environment that successfully reflects children's backgrounds and the wider community. Children are making good progress in their learning and development as planning and assessment systems are continually evolving to enhance the quality of their learning experiences. Partnerships with both parents and outside agencies positively ensure children's continuity of care. Children's welfare is promoted through a comprehensive range of policies and procedures which support their overall care. Most of the arrangements to ensure children's safety are sufficient. The childminder demonstrates an enthusiastic approach to promoting improvements which is evidenced by her continued commitment to training and developing effective self-evaluation systems to instigate improved outcomes for children.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- improve the record of risk assessment so that it includes information on who conducted it, the date of review and any action following a review or incident. Ensure the record identifies all aspects of the

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environment that need to be checked, with particular regard to the children's safe use of the trampoline.
(Suitable premises, environment and equipment)

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

- extend ways to involve parents in their children's learning and development records, with particular regard to finding out children's starting points before they attend the provision
- develop further the system of observational assessment in order to match observations to the expectations of the early learning goals and to plan for the children's next steps in learning.

The effectiveness of leadership and management of the early years provision

The childminder strives to make improvements to her practice in order to provide good quality care for all children. She maintains most appropriate records, policies and procedures that are required for the safe and efficient management of the Early Years Foundation Stage. The premises are very secure and the childminder maintains suitable safety checks within the home. For example, furniture, equipment and toys are suitable and safe. However, whilst the childminder carries out basic safety checks of the setting, her understanding of how to manage effective risk assessments is not yet fully secure. Children are effectively safeguarded as the childminder's knowledge of what to do if she has concerns about a child is appropriate to support her in protecting children's welfare. The childminder uses effective self-evaluation to reflect her practice and to decide which aspects of her practice need further development. She attends regular training and has addressed the recommendation made at her last inspection. Subsequently, she is positive about making future improvements.

The childminder works effectively to provide an inclusive environment. Children are valued and included through the variety of resources, activities and cultures that are positively celebrated within the provision throughout the year. This ensures that children respect others and develop a positive attitude towards inclusion and the wider society. Children's sense of security is fostered by the childminder's successful partnerships with parents, for example, through the use of individual daily feedback sheets, respecting parents views through questionnaires and daily discussions. Parents are generally able to support their children's learning and enjoy finding out about their children's achievements through daily conversations, photographs and the children's work attractively displayed on large notice boards. However, the childminder has yet to develop effective systems to gather information from parents about children's starting points prior to them joining the setting, which will further support the effective planning for their individual learning. Nonetheless, the childminder has established valuable links with other providers and outside agencies, which enable her to provide continuous and secure care for the children.

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

Children are happy and content within this provision. Children confidently access their environment where it is evident that they are supported to become independent and active learners. Children's welfare and well-being are promoted through some positive practices which are incorporated into their daily routines. They are cared for in a safe and healthy environment that the childminder provides. The childminder is well prepared to teach children about keeping safe. For example, road safety and stranger danger. Consequently, children are beginning to learn about keeping themselves safe and behaving responsibly. Children have an appropriate focus on outdoor play, with opportunities to engage in a range of physical activities and gain a secure understanding of the importance of regular exercise and fresh air as part of maintaining a healthy lifestyle. Children explore their surroundings and they have frequent opportunities to visit the library, local park and play and stay groups to further support their learning and development. The childminder has highly effective hygiene measures in place with regards to minimising cross infection and encouraging good hygiene practices. Children are able to rest and relax throughout the day. They have a healthy diet, which includes a balanced menu. Children clearly enjoy their food as they eat extremely well. All children are valued and engage in a wide variety of activities and experiences, which help them to value diversity. For example, they find out about different cultures, explore different foods and gain knowledge of their community. Children display polite and cooperative behaviour; they are beginning to share and take turns with popular resources.

Children are offered a variety of learning experiences. The mix of self-chosen and organised activities encourages children to become active participators with an appropriate awareness towards learning. A selection of resources are set out to be inviting and accessible, encouraging children to explore independently. The childminder shows a sound understanding of the Early Years Foundation Stage. Whilst the childminder's assessment system is beginning to develop, observations have yet to be matched towards the expectations of the early learning goals in order to track children's next steps in their learning and development. Nevertheless, well-presented observation records are being developed in order to identify what children do. Children have many experiences to be creative as art and craft materials are available, such as play dough, scissors, colouring and activities based around themes and topics. There are many opportunities for children to experience mark making through painting and drawing. They are also exposed to a good range of books to further support their communication, language and literacy. Children show an interest in information and communication technology (ICT) as they learn how to operate simple equipment, such as a talking and learning game. Children use counting during their play and daily routines as they sing songs using number concepts; they enjoy matching shapes and pictures on various puzzles, and can count how many times they have written their name. Overall, children are developing many valuable learning and development 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

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	2
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

The quality of the provision in the Early Years Foundation Stage	2
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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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