

## Inspection report for early years provision

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**Unique reference number** 102112  
**Inspection date** 16/03/2010  
**Inspector** Audrey Opal Ufot

**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.

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 1999. She lives with her husband and two children aged 14 years and six years within the London borough of Camden. The ground floor and one bedroom of the childminder's house is used for childminding purposes. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of five children at any one time. She has seven children on roll who are in the early years age range and attend on a part-time basis. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder collects children from the local nursery and school and attends a childminders' drop-in group and toddler groups on a regular basis.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The childminder provides a fully inclusive childcare service for children where they are all valued and treated with equal concerns. Children are happy, relaxed and settled in this welcoming home environment where they engage in a range of stimulating and challenging play experiences. Children in the Early Years Foundation Stage are making good progress in their learning and development through the clear observations, assessments and planning of activities provided for them. The childminder has developed close working relationships with parents which ensures that information relating to children's individual progress and welfare are shared effectively with them. The childminder evaluates her provision well and has clearly identify her strengths and areas for improvements ensuring that children receive a rewarding and positive learning experience. She is keen to further develop aspect of her work to ensure continual improvements.

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

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

- develop further the information provide for parents with regards to the Early Years Foundation Stage and how their children learn towards the early learning goals

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

The childminder's sound knowledge and understanding of safeguarding procedures ensures children are protected from harm and neglect. She knows what to do if she has concerns about child protection and is familiar with safeguarding children issues through reading the local safeguarding children's board procedures. The childminder has completed a written risk assessment that includes daily visual

safety checks which ensure children are safe in all areas of the premises. Good fire safety evacuation procedures are recorded and regularly practised with children. These ensure children know what to do in the event of a fire on the premises.

The childminder evaluates her provision well using feedback from parent's questionnaires to support her in identifying the strength of her practise and areas for improvements. She is keen to further develop the information provide for parents with regards to the Early Years Foundation Stage and how their children learn towards the early learning goals. She has also made a committed to further develop her knowledge in safeguarding children issues and has booked to attend training in this area. She has successfully addressed the recommendation made at the last inspection which has enhanced the improvements to the garden and patio area.

Records, policies, procedures and all required written consents are in place and are shared with parents. The childminder's home is well organised with plentiful toys and play resources, enabling children to make choices freely and safely. For example, children choose from a range of exciting and stimulating toys that are stored on low level shelves and in boxes on the floor. This promotes children's independence as they confidently select what they most enjoy playing with. They are provided with opportunities to learn about diversity because the childminder provides a range of resources that reflect positive images of different cultures, for example, books, puzzles, dressing-up clothes, small world figures and dolls. Children also learn about similarities and differences at group time where they design dragon and tiger costumes to wear for Chinese New Year festival celebration. At other times they bring their prayer mat from home during the month of Eid. The childminder uses this at story time to broaden children's understanding of their community and the wider world.

The childminder values the close relationships she has developed with parents. She provides parents with written information through daily diaries and have daily conversations with parents about their children's care, routine and well-being. Parents are well informed about their children's play experiences and achievements through developmental records and summaries of where their children are in their learning at any particular point in time. This includes written observations and assessment of each child during their play which is supported with photographs and their art work. Children's starting points are gathered from parents with regards to their interest and capabilities this also informs the planning of activities. These ensure children make good progress towards the early learning goals. There are systems in place to gather information from parents for children who speak English as an additional language. The childminder has made links with other early years providers, to ensure continuity of care and education for children who attend nursery and school. This helps to create an inclusive environment that encourages children to feel a sense of belonging and promotes their self-esteem.

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

Children are making excellent progress in their learning from their starting points towards the early learning goals. This is because the childminder has good understanding of the Early Years Foundation Stage and makes regular observations of children using this information to assess their progress which produces individual learning plans. In addition to this, the children's summaries clearly show where they are in their learning and development at any particular point in time within the early learning goals.

Children are very much at home in the childminding environment. They have fun as they enjoy engaging in a wide range of meaningful play opportunities which effectively promote all areas of their development. Children show good levels of confidence as they move around freely selecting activities of their choice. They have built trusting bonds with the childminder which help them to feel secure and safe. The childminder spends quality time interacting with the children, supporting and extending their learning through informative discussion and appropriate questioning. This is effective in supporting the development of children's language and thinking skills.

Children show their growing independence as they put on their shoes and coats when going out to play in the garden. They have daily opportunities to enjoy fresh air and exercise and go on trips to places of interest such as the Zoo and the RAF Museum where they have opportunities to be inside a helicopter exploring and handling the different buttons. Children also are taken on regular visits to the local parks and toddlers drop-ins where they socialise with their peers as they take part in sand and water play. They particularly enjoy developing their physical skills as they use garden tools, for example, a shovel to dig in the vegetable patch.

Children access a wide varied range of age appropriate resources which reflect their back ground and the community in which they live. They take part in group activities as they learn about similarities and differences. During this time they sustained levels of concentration as they use green pieces of glitter paper and make individual collages in preparation of celebrating cultural festivals such as St. Patrick's Day. They particularly enjoy story times as they choose their favourite books called 'Fireman Sam' and 'The Mouse and Grufulo'. During this time children participate looking closely at the book using the pictures to follow the story. The use of puppets helps to involved children even more in developing their interests. Children show an awareness of how things work, for example, they have free access to the CD player to listen to music or stories.

Good health and hygiene practices are followed by the childminder which minimises the risk of cross infection. All children learn to wash their hands before eating and after visiting the toilet. Policies and procedures are used effectively regarding the care of a sick child, the administration of medication and accident management. Parents ensure that their children are provided with healthy and nutritious pack lunches and the childminder provides snacks. They have easy access to their own cups and bottle of fresh drinking water when they are thirsty.

Children are learning how to keep themselves safe and they take part in regular fire drills which teaches them how to leave the premises safely in the event of a fire. Children behave well and are learning to share and take turns. They respond positively to praise and encouragement, which raises their self-esteem.

## 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	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

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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	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