

Inspection report for early years provision

Unique reference number	EY398882
Inspection date	13/01/2010
Inspector	Catherine Greene
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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 has been registered since 2009. She lives with her partner and two children aged three and 11 years in a two bedroom flat in the Finsbury park area of the London Borough of Haringey. The main areas to be used for childminding are the living room, one bedroom, kitchen, bathroom and toilet. The childminder is registered to care for a maximum of four children under eight years at any one time. She currently has one child on roll. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder's knowledge and understanding of children's individual needs results in children feeling secure, and benefiting from play experiences that encourage their individual development very well. The childminder's supportive and positive interaction with the children encourages their self-confidence and safe exploration of the environment and helps them progress in all areas of learning. The necessary written records are maintained and good relationships with parents result in information being shared well. The childminder demonstrates a commitment to continual improvement through attending ongoing training. The use of self-evaluation is being developed and the childminder plans to involve parents in identifying areas for future improvement.

What steps need to be taken to improve provision further?

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

- continue to develop the process for self-evaluation to ensure that there is clear identification of targets for further improvements
- continue to improve the arrangements for observations and assessments so they can be used to assist in planning enjoyable and challenging learning and development experiences that are tailored to meet children's individual needs.

The effectiveness of leadership and management of the early years provision

Children are cared for by a committed and enthusiastic childminder. She prioritises her time so that children have effective support to meet their welfare and learning needs. Clear procedures are in place for protecting children and the childminder clearly understands her responsibility for reporting any child protection concerns. She has attended recent safeguarding training, developing current knowledge in this area. The childminder is vigilant and follows safety procedures very well. These are undertaken for areas used inside the home as well as for outings. The

childminder has considered the strengths and weaknesses of her setting to identify how she can improve outcomes for children. The home environment is welcoming and child orientated. The living room used is spacious, allowing children to move and play freely. A very good range of play materials and furniture is provided by this newly established childminder, enabling children to play and rest, and eat safely and comfortably.

She demonstrates a good knowledge of the Early Years Foundation Stage (EYFS), which she has translated very well, in planning and providing an interesting routine of play and outings to playgroups, libraries and singing sessions. This will be further enhanced when systems for recording children's progress towards the six areas of learning are fully established. The childminder has a good knowledge of children's individual needs and preferences. This is obtained through detailed discussion with parents and through observation of children's preferences and stages of development. This enables the childminder to follow individual routines, plan for children's developmental needs and support children well in all the areas of learning as they progress. Systems to fully involve parents in their children's learning by contributing to their daily journals and offering support to continue their learning at home are being developed.

An inclusive service for families and children is provided, with emphasis on children's individual needs. Information is shared well between the childminder and parents, for example, through detailed written information in daily journals and daily verbal communication. This results in the childminder being aware of any changes, and children's home routines being followed, helping children feel secure in her care. The necessary records and documentation are clearly maintained and well organised. Policies and procedures are shared with parents, and other relevant information and literature, including the registration certificate, is displayed.

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

Children are happy and settled as the childminder follows effective procedures to ensure she has good knowledge of children's individual needs. Children enjoy being with the childminder and are encouraged to have fun. Young children benefit from the childminder's awareness of their individual routines; consequently they are able to eat and sleep according to their needs. Settling in arrangements help children feel secure. Parents are encouraged to bring special comforters to remind the children of home; these are available when the children need extra reassurance or at sleep times.

Children are learning about their own safety as they play and move around safely. For example, the organisation of the environment encourages them to explore safely the toys and materials, and increase their independent mobility. They see the childminder following good hygiene procedures, such as, hand washing and tidying away toys, and she talks to them about being clean and comfortable as they come into the warm room from the snow outside.

Children enjoy opportunities for creative and messy play as they take part in creative activities. They are learning about shapes and colours as the childminder sits beside them providing good support and attention. Children happily engage in singing activities, joining in with familiar songs and stories. The childminder is attentive to their needs and engages children in conversations during activities and meal times. Young children enjoy opportunities to sit comfortably with the childminder, being cuddled if they are tired or before they go to sleep. She knows them well and ensures their individual needs are met.

Children enjoy regular opportunities for fresh air and exercise as they participate in outdoor activities at the local park and playgroups. Children are encouraged to eat healthy meals and snacks including fresh fruits and vegetables. Their individual needs are reflected in the range of activities and play experiences the childminder provides and in the organisation of the environment. Children are secure and happy in the her care, they smile and make themselves known secure in the knowledge they will receive a response. Their self-confidence and emotional well being is promoted very well by caring, affectionate and supportive interaction with the childminder. Children's language development is encouraged very well by the staff taking turns in talking about what they and the children are doing and echoing children's vocalisation. Children's achievements are constantly praised and valued, encouraging them to repeat tasks and try again.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----