

## Inspection report for early years provision

---

<b>Unique reference number</b>	102127
<b>Inspection date</b>	12/03/2010
<b>Inspector</b>	Catherine Greene
<b>Type of setting</b>	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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://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 was registered in 1984. She lives in a house in Hampstead in the London borough of Camden. The whole of the ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The childminder has three cats and a dog. She is registered to care for a maximum of three children at any one time with no more than two in the early years age group and is registered on the Early Years, compulsory and voluntary parts of the Childcare Register. There are currently two children on roll in the early years age group. The childminder attends several local toddler groups/childminders' support groups. The childminder is a qualified maternity nurse.

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

Overall the quality of the provision is good.

The childminder provides good quality care and education for the children who attend. Children settle extremely well in the relaxed and comfortable environment provided. Their individual preferences and needs are respected and fostered by the childminder who has a secure knowledge of their family and home routines. All children are included and treated fairly and the childminder gets to know their personalities and interests very well. Children are kept safe and clear policies and procedures underpin the childminder's aims.

The childminder has a good understanding of the Early Years Foundation Stage; therefore, the learning and development opportunities support each child's personal development very well. Priority is given to providing an inclusive and well resourced environment which allows the children to grow and to learn and develop in a relaxed and inclusive atmosphere.

The childminder demonstrates a commitment to continual improvement and has identified areas for improvements to her service through her own system of self-evaluation.

## **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 assessment systems to demonstrate how children are making progress towards the early learning goals. Ensure this information is used to extend partnerships and develop effective ways to share information and to complement and support children's progress

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

The childminder has secure knowledge of child protection issues; she takes her responsibility for safeguarding very seriously and updates her knowledge of children protection procedures at regular intervals. She uses risk assessments effectively in the home and in the care of her pets to ensure children's safety, and maintains a clear risk assessment record. She understands very well how to ensure the health, safety and protection of the children. Children are safe on the premises because the childminder has taken suitable steps to make her home safe and secure.

The childminder enjoys her work and aims to develop a secure partnership with parents. She has a good knowledge of the Early Years Foundation stage, which she implements well in her planning of play experiences and recording of children's development. She successfully provides a service that is inclusive for all children and their families through strategies, such as, obtaining detailed information about individual needs when children first begin attending her setting. Clear settling in procedures enable the childminder to get to know the children and their parents and to securely support children's individual needs and differences within an equal opportunities framework. Parents are encouraged to offer information about their children's routines and care at home. This enables her to follow individual routines and provide familiar play experiences. She uses her experience and qualifications well to provide a nurturing environment where the children are relaxed and well settled. She understands how to use her knowledge of children to analyse how they are developing and plan their next steps in learning to the best of their ability.

Children are cared for in a warm and child friendly home. Space is well organised to meet their individual needs, children can eat, rest and play comfortably. They can explore and move around safely and comfortably as they choose from the low level toys available. Toys and equipment are very well maintained and appropriate for the children's age and different stages of development. Very good measures are in place to promote children's good health and these are clearly shared with children's parents. Children have regular fresh air and the childminder encourages children to eat a well balanced diet in consultation with their parents. Detailed health and dietary information is obtained from parents which enables the childminder to offer the appropriate level of care and protection. The childminder bases her service on close collaboration with parents, in acknowledgement of the benefits this provides to continuity of care for children. She is flexible and understanding of parents' busy schedules and meets this in various ways to establish a close and supportive partnership. The many references that she has received from parents are testimony to the warm and loving care that she provides for children and their families.

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

Children are happy and settled because the childminder follows effective procedures to ensure she has good knowledge of children's individual needs. The childminder promotes children's emotional well-being by providing continuity of care in her reliability and commitment to the children and families she works with. Children are content and happily settled, they enjoy their time with the childminder. She is very attentive and gives regular praise and cuddles, consequently children develop a strong sense of self that builds their confidence and self-esteem. She actively encourages children's independence praising their efforts and achievements. Through this approach children gain confidence and enjoy the time they spend in the childminder's care. Their home routines and sleep patterns are followed, consequently they are able to eat and sleep according to their needs. This encourages children's sense of belonging and reinforces links between their own and the childminder's home, providing reassurance and security. This is invaluable as comfort and reassurance as children are so secure they are able to fall easily to sleep content as they have their morning nap. Children's experiences are enhanced by good interaction with the childminder. Young children enjoy activities where they can feel sensory objects and noise making toys, they smile and respond in delight as they listen to stories full of their favourite characters. They enjoy creative play and their artistic efforts are displayed in their portfolios, this helps them to feel pride in their achievements and provides an invaluable record of memories for parents to share.

The childminder demonstrates a sound understanding of the needs and development of babies and toddlers and she is very knowledgeable about how to support and encourage children's overall development. Children are learning to build relationships as they share stories and sit close being cuddled on the childminder's lap. They are fully engaged as she reads to them due to her skilled approach, including the children, so that they can fully participate and enjoy the imaginative and gentle way she reads to them. They enjoy exploring the safe and well organised environment and are beginning to gain skills they will need in order to secure future learning. They have great fun playing in the childminder's home and are treated equally as very much part of the family. They benefit from an interesting range of outings organised by the childminder to the nearby Hampstead heath. Children respond very well because the childminder prioritises her time so that she can dedicate her attention to the children. The childminder spends time interacting closely and responding to the children's enquiries as they play, as a result they are confident to initiate and extend their own play and learning. Opportunities for exploratory play are embraced when the childminder takes children on outings and nature walks. She is able to extend activities so that they are enjoyed by the different ages of children she cares for. The childminder through her own self evaluation has identified developing her assessments of children's starting points and next steps as an area for development. She plans to develop the progress portfolios to provide a clear picture of children's development and in order to support partnership with parents and other settings children attend. Her books and resources promote positive self images that encourage children to feel happy and confident about themselves. Young children build secure

relationships and are nurtured into a growing independence through lots of close contact, cuddles and encouragement.

The childminder is a positive role model she is supportive and kind to the children. She rewards children's good behaviour with positive body language, smiling and spending time with children giving them her full attention. As a result children are very well behaved, the childminder is very clear about what behaviour she expects from each child. She sets clear and realistic boundaries so that each child knows what is expected of them.

## 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

The quality of the provision in the Early Years Foundation Stage	2
--	---

### 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

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](http://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
--	-----