

## Inspection report for early years provision

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<b>Unique reference number</b>	EY345608
<b>Inspection date</b>	31/03/2010
<b>Inspector</b>	Liz Corr
<b>Type of setting</b>	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 2007 and lives with her husband and four year old son. They live in the Angel area of the London Borough of Islington in a one bedroom flat on the second floor of a purpose built block. The home is accessed using a lift or stair case. Children have access to all areas of the home. The childminder is a member of the local childminding network and the National Childminding Association.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of four children under eight may attend at any one time, of whom, two may be in the early years age range. There are currently two children on roll in the early years age range.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are settled and happy in the childminder's care as she has developed effective relationships with the parents. Consequently their individual needs are well known to the childminder. Children access a satisfactory range of activities and experiences to help promote their learning and development. Most documentation is in place and helps to underpin the childminder's service. The childminder has developed a sound knowledge of the Early Years Foundation Stage and is using appropriate systems to observe children's progress, although systems for assessing their development towards the early learning goals are still being developed. The childminder has undertaken several training courses to help promote continuous improvement to her service. However, secure systems for self-evaluation have not been developed.

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

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

- make a risk assessment for each type of outing clearly stating when it was carried out, by whom, date of review and any action taken following a review of incident (Suitable premises). 20/04/2010

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

- ensure that a record of emergency evacuations is kept
- improve children's awareness of the wider world by providing a suitable range of resources that reflect differences
- provide a written complaints procedure for parents including, details of the regulator and systems for recording the outcomes of complaints

- develop further a culture of reflective practice and self-evaluation
- broaden understanding of the Early Years Foundation Stage to assess children's progress towards the early learning goals and develop partnership working

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

Children are safeguarded because the childminder understands child protection procedures and how to report concerns to the appropriate agencies. Written risk assessments are used to identify potential hazards in the home and to remove risks to children. Their safety is further safeguarded as appropriate fire safety equipment is in place including, smoke alarms and a fire blanket. The childminder is very aware of potential risks that may occur on outings. For example she carries out visual checks on arrival at local parks before allowing children access. However, written risk assessments for each type of outing are not in place.

The childminder has the capacity to improve her provision and has made improvements since registration. For example she has recently updated her knowledge of child protection and the Early Years Foundation Stage. Furthermore she is undertaking NVQ level 3 in child care. Consequently, her updated knowledge has helped her to improve the service she provides for children. She is very aware of how to access further training and support through her local childminding network. Although she has considered some aspects of self-evaluation this has not been securely developed to identify strengths and areas for improvement to her service.

The childminder has formed secure partnerships with parents. Feedback from parents indicates they are very pleased with her reliable and flexible service. Daily discussions take place so parents are advised of their child's progress. The childminder is aware of how to deal with any complaints she may receive about her service. However, a complaints procedure has not been developed and shared with parents including, details of the regulator.

The childminder has established warm and caring relationships with the children and knows their individual needs well. Their comfort and safety is provided for as they access suitable equipment for sleeping, eating and being transported. Children access a satisfactory range of play materials most of which are stored at their level so they can easily access them. Inclusion is promoted generally well. Children learning English as an additional language receive appropriate support as the childminder obtains some key words in their home language to support their needs. All children at the setting are valued and included and have equal access to the selection of play equipment. However, children's awareness of the wider world is limited as only a small range of resources at the setting reflect differences.

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

Children are happy and confident in the childminder's care. Younger children demonstrate a sense of trust as they happily respond to the childminder as she feeds and provides for their personal care. They are securely settled and happily relate to the childminder and her family. They regularly attend local drop-in groups where they learn to share and develop social skills with other children. They take part in a satisfactory range of creative activities such as, sticking and play dough. Younger children enjoy opportunities for mark making and are beginning to recognise letters of the alphabet and an interest in counting. They enjoy opportunities for being creative and imaginative as they dress up in the selection of costumes and become involved in role play. Children's language development is supported as the childminder provides good opportunities to promote their language skills. Younger children receive effective support from the childminder to develop their speaking and listening skills. They are learning to respond well to simple instructions as she encourages their interest in pretend play. Children behave well and are delighted when they are praised for their achievement, for instance, when younger children successfully feed themselves. This helps to develop their confidence and self esteem.

The childminder has a sound knowledge of the Early Years Foundation Stage framework. She has organised profiles which contain photographs and written examples of children's involvement in activities. These are shared with parents regularly which helps to involve them in their child's learning. However, systems for assessing their progress in their learning including, their next steps are not secure. Furthermore systems have not been organised to develop partnerships with professionals at other settings to promote consistency for the children who attend.

Children's good health and hygiene are effectively promoted through daily routines. Appropriate nappy changing and hand washing routines are practised throughout the day. Children are able to access the bathroom sink using a step. Individual hand towels and bed linen are provided to prevent cross infection. Children are provided with healthy meals and snacks and have access to drinking water when they are thirsty. Furthermore the sickness procedure is shared with parents which ensures that children are cared for at home if they are unwell. Children have regular opportunities for fresh air and exercise as they attend local parks and drop-in groups. They are learning to be safe outside the home as the childminder promotes safe procedures such as road safety and emergency evacuations, although documentation has not been devised to record any problems they might encounter and how they will be resolved.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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