

## Inspection report for early years provision

---

|                                |            |
|--------------------------------|------------|
| <b>Unique reference number</b> | EY235111   |
| <b>Inspection date</b>         | 26/05/2010 |
| <b>Inspector</b>               | Liz Corr   |

|                        |             |
|------------------------|-------------|
| <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 2003. She lives with her husband and two adult children in a three bedroom house in the N1 area of the London Borough of Islington. Children access the living room and childminder's bedroom on the first floor and bathroom on the second floor. A fully enclosed patio garden is also available for outdoor play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under eight years any one time, of whom three may be in the early years age range. She is currently caring for six children in the early years age range. The childminder is a member of the National Childminding Association. The family have a pet Labrador.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides an inclusive environment where children are settled, secure and happy. Efficient communication systems have been developed with the parents which ensures that the childminder is very aware of children's individual needs each day. The childminder has developed useful partnerships with other agencies to help develop her knowledge of the Early Years Foundation Stage. Children are making good progress in their learning and development. The childminder is aware of her strengths and areas for improvement, although systems for evaluating her childminding service are not fully 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 record of risk assessments for indoors and outdoors for each type of outing, clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) (also applies to both parts of the Childcare Register) 18/06/2010

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

- further develop knowledge of the Early Years Foundation Stage to improve the assessment of children's progress
- develop systems for self-evaluation and support to identify targets for further improvement

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

The childminder understands her responsibility to safeguard children to ensure they are protected from abuse. She knows how to respond effectively so any concerns about the children in her care are reported to the appropriate agencies. The childminder has a consistent approach to risk assessing her home. For example, she tests her smoke alarm and fire extinguishers regularly. The home is well organised and children access a stimulating range of resources. The childminder carefully considers the ages of the children in her care as she makes her home safe so they can move around freely as hazards are removed. The childminder prioritises their safety on outings as she ensures that younger children are appropriately seated in a buggy or walk alongside her with wrist straps. However, risk assessments are not available in writing for both indoors and individual outings.

The childminder has an effective understanding of the strengths and areas of improvement she wishes to make to her service. Although systems for self-evaluation are not fully developed, recommendations from the last inspection have been fully implemented to improve the outcomes for children. Therefore the childminder has demonstrated that she has the capacity to make continuous improvements to her service. The childminder has generally well-organised record keeping systems including, permissions from parents. The childminder has identified this as an area she wishes to make improvements to.

The childminder provides an inclusive service. Children's individual needs are well known to the childminder as she works successfully with parents. Daily communications ensure she is aware of any issues affecting the children's welfare or development. Children's home languages are valued and supported as the childminder has learned words and phrases that are meaningful to the children which she uses throughout the day. Songs in their home languages are also shared with the children, which further promote an awareness of other cultures and helps promote their self-esteem. The childminder ensures that she has relevant health information about each child and provides support as she ensures any concerns are promptly shared with parents. Furthermore, she follows any advice from health professionals to promote children's individual health needs. Children learn to value themselves and other people who are different to them as they play with a range of play equipment with positive images of the wider world.

The childminder has developed secure relationships with each parent. She provides a flexible service and is sensitive to the needs of each family. Consequently, she provides a service that meets the individual needs of each family. Parents are well informed of their child's progress as the childminder provides useful daily feedback. This includes, interesting examples of what children have learned or conversations they have shared. Consequently, the childminder provides a secure and welcoming service to the parents.

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

Children are relaxed and happy here as they have developed secure relationships with both the childminder and her family. They have formed strong friendships with each other and happily play together. They confidently approach the childminder and her family when they need comfort or reassurance, which increases their feeling of belonging at the setting.

The childminder has developed a competent understanding of the Early Years Foundation Stage. She considers children's individual abilities before planning activities. For example, she provides more advanced activities for older children who attend during the school holidays. The childminder is aware of their individual interests and plans for these accordingly. She recently acquired new equipment to further promote children's interests in imaginary play. Children have valuable opportunities to develop their knowledge and understanding of the world. They have recently taken part in sowing and planting a variety of seeds. Some of which they have used to make mustard and cress sandwiches. Their learning will be continued throughout the summer as they wait for their tomatoes and radishes to grow. Their interest in the outdoors is further promoted as the childminder introduces them to both the English and Latin names for plants and flowers outdoors. Children are introduced to problem solving and numeracy as they discuss what size clothes are needed to dress the dolls. They learn that some dolls are half the size of the bigger ones and that clothes may be too big or small. Older children enjoy the opportunity to add and subtract numbers during everyday activities. Older children are developing good language skills. The childminder supports their language and communication as she carefully listens to their questions and extends their language and understanding as she provides appropriate answers. For example, the childminder explains what a fly trap is for. Children develop a good understanding as they compare this to a spider's web. The childminder has developed a secure understanding of children's progress towards the early learning goals and provides activities and experiences which help them develop their skills in the six areas of learning. Although the childminder has not kept records of their progress she is able to regularly share their interests and progress with parents, which helps parents to continue their learning at home. The childminder is keen to continue to develop her knowledge of assessment process and has developed useful partnerships with other providers of the Early Years Foundation Stage to promote children's learning outcomes.

Children's good health is promoted as there are good levels of hygiene throughout the home. Children are provided with well balanced meals and snacks and easily access fresh drinking water throughout the day which keeps them hydrated. Children sit safely and comfortably at meal times. Furthermore, at tea time both the childminder and her husband sit with the children and this becomes an enjoyable, social occasion.

Children are learning about keeping safe as they regularly practise the emergency evacuation procedure with the childminder. They learn about safety on outings as they learn how to cross safely at appropriate crossings. Although they are familiar

with the childminder's pet dog they are aware that they need to be careful around dogs they see when they are outside the home.

## 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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Documentation) 18/05/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Documentation) 18/05/2010