

Inspection report for early years provision

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Inspector	ISP Inspection
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 March 2010. She lives with her husband and their young daughter aged two years. The family live in a first floor flat in Muswell Hill which is situated in North London. The premises are accessed by a flight of stairs, there is no lift service. The home is close to local shops and schools. All areas of the property are utilised for childminding purposes. The childminder does not have access to a garden; however, she takes children to local parks on a regular basis.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register to provide care for a maximum of three children under eight years at any one time, of these, not more than two may be in the early years age group. She is currently caring for three children in the early years age group. One child attends full time whilst the other two children attend on a part time basis. The childminder attends local toddler groups and a childminding support group. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a warm and welcoming environment for children, where due focus is given to meeting their individual needs. Children benefit from the positive partnerships with parents that have been established; they continually discuss and review all aspects of children's welfare. Children are making good progress in their learning and development as the childminder offers them a broad range of exciting and stimulating experiences. She demonstrates an enthusiastic approach towards developing her practice as she attends both compulsory and voluntary training courses to enhance her knowledge and skills within the early years field.

What steps need to be taken to improve provision further?

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

- develop further planning and assessment systems to show how children are making progress in their learning and use assessments to promote their next steps in learning
- develop further ways in which parents are supported and encouraged to contribute to their children's assessment records.

The effectiveness of leadership and management of the early years provision

The childminder has established comprehensive records, policies and procedures to support the safe and efficient management of the Early Years Foundation Stage. She has a good knowledge and understanding of safeguarding children procedures and shares this commitment with parents who are given a copy of her policy. The childminder ensures that children are well supervised and are never left alone with unvetted adults; all adults living within the home have suitability checks in place. Visitors to the home are recorded within her visitors log so that it is clear who has had contact with the children on any given day. Children are cared for in a safe, clean and comfortable home environment, where regular risk assessments are carried out on all aspects of the premises and the resources that children access. Good attention is given to children's safety when they are on outings as the childminder implements a range of effective measures to monitor and keep them safe.

The childminder organises a child-friendly environment where children are supported to be independent. There are ample good quality resources available to meet the children's needs. Due attention is given to promoting diversity and inclusion, both within the resources that children access and through the childminder's skilful interaction. For example, all children are supported to be fully included within activities and their achievements are recognised and valued. The childminder works in partnership with parents, she shares with them daily records about their children's general welfare and the activities that they have enjoyed participating within. However, she is yet to fully involve parents in contributing to their children's assessment records. Recent letters from parents' demonstrate that they are very happy with the care their children receive. Parents' comments include: 'I am very happy with the childminder's service and professionalism in providing energetic and thoughtful care' and 'the childminder ensures that children in her care are educated and entertained. We are extremely grateful for all her efforts and achievements in caring for our child'.

The childminder is committed to implementing improvements to her provision. This is her first inspection since registration and she has worked extremely hard to establish a professional service for parents and children. She is continually reflecting on her practice and looking at ways to further enhance the quality of her services. Thus she is able to set clear targets to improve outcomes for children. Although there are no children present attending other settings or requiring additional support, the childminder is aware of the importance of working in partnership with all settings and external agencies that are involved with the care and learning of children within her care.

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

Children are settled and happy as they confidently play within their accessible and safe environment. They interact comfortably with the childminder as she effectively supports them to make progress in their learning and development. She demonstrates a good knowledge and understanding of how children learn as she skillfully challenges them within their play and encourages their curiosity as she supports them to learn new skills. Children are presented with a broad range of resources and experiences both within the home and in the local and wider community. The childminder is aware of children's individual abilities and is beginning to record these within written observations. Nevertheless, she is yet to utilise this information to develop further her planning and assessment systems so that it is clear where children are supported to move onto their next steps in their learning.

Children are developing good communication, language and literacy skills, as the childminder continually converses with them and encourages them to express themselves. They enjoy sharing stories together and singing familiar rhymes. Children are keen to engage in problem solving activities as they explore the variety of shapes and colours when they cooperatively play a shape sorting game. Their knowledge and understanding of the world is promoted through a variety of resources such as small child-sized lap top computers and activity centre's. Children's creativity is developed through a broad range of role play experiences alongside creative pursuits. They are excited to explore play dough where they are able to create a variety of shapes. Children are developing responsible behaviour, they are able to share and take turns as the childminder supports them to be kind and caring to one another. Through positive interaction and a range of diverse resources children learn to respect each others differences.

Children's good health and overall well-being is given due focus as the childminder works closely with their parents to ensure that all aspects of their individual care needs are met. She gathers detailed information about children's home routines which are valued and followed through within her setting. Children are well nourished as they enjoy nutritious meals and snacks. The childminder has attended food hygiene training which supports her to maintain safe food handling practices. Children have daily opportunities to be outside and engage within energetic play. They learn to behave in safe ways as the childminder teaches them how to stay safe both within the home and when they are visiting local amenities. Children are content and secure in their environment, it is clear that they have developed warm and trusting relationships with the childminder as they approach her for cuddles and attention. Overall, children are developing many valuable skills which help to set secure foundations for their future learning.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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
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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

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