

## Inspection report for early years provision

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<b>Unique reference number</b>	EY333557
<b>Inspection date</b>	15/09/2010
<b>Inspector</b>	Catherine Greene
<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.

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## **Description of the childminding**

The childminder was registered in 2006. She lives with her adult son and 11 year old daughter in the London borough of Islington in a two bedroom maisonette flat on the ground and basement level. The entrance is reached by stairs. Areas of the home available to children are the living room, kitchen and bathroom. The childminder is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. She is registered to care for no more than three children under eight years; of these, not more than three may be in the early years age group and of these no more than one may be under a year old, at any one time. She currently has two children on roll, who are both in the early years age group. The childminder attends the local parent/toddler groups and walks to and from local schools. 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 an inclusive environment and supports each child who attends individually. Safety is given priority and very effective procedures support this area well. The childminder knows children very well and this aids her ability to provide for their interests and abilities to a very high standard. The good range of resources and activities, together with the childminder's constant communication, supports children's progress and learning. An effective partnership with parents ensures children settle and feel secure. Using a self-evaluation system, the childminder clearly recognises her strengths and weaknesses. She identifies some key areas for development to ensure improvements are made for the benefit of the children.

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

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

- continue to involve parents in their children's learning and development, for example, through making regular contributions to their progress records.

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

The childminder organises her provision well and demonstrates a clear commitment to providing good quality childcare. Children are safeguarded by measures that promote their welfare and safety at all times. For example, the childminder has updated her knowledge of safeguarding children in recent training. She keeps a wide range of guidance and knows exactly what to do in the event of

a concern. Risk assessment and safety checks are thorough in all areas and the required records and comprehensive policy documents are in place. The childminder has established positive links with the local authority and Sure Start provision to support training initiatives. She regularly reviews her documents to ensure they are in line with changes to guidance and legislation. These measures all ensure that children's safety and welfare remain the childminder's priority.

She is dedicated to her role and works hard to ensure that good practice is followed consistently. Her regular attendance at training means that her knowledge and skills are kept up-to-date, such as Safeguarding Children; Food Hygiene and Health and Safety. She is supported by a good range of written policies and procedures that clearly detail her operational plan and which are personal to her setting. She has all of the necessary documentation, records and consents in place to enable her to meet the individual needs of each child in her care and works closely with parents to meet any specific family needs. She shares information with parents on a daily basis about the activities and routines followed.

A particularly good range of resources within the children's reach in the living room, support children's curiosity and learning needs very well. Procedures including portfolios and daily diaries are very well presented and promote an invaluable partnership with parents in supporting children's well-being, communication and learning. Through her own system of self evaluation she has identified this as an area in which she would like to further develop in order to allow parents to contribute to these records.

The childminder has an up to date first aid certificate should the need for emergency treatment arise. Clear risk assessments including those in areas of the home as well as for outings and fire safety ensure children's welfare and safety whilst attending.

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

Children are treated very much as the individuals that they are and as a result, they are relaxed, happy and confident in the childminder's care. They benefit from lots of close contact and cuddles throughout their day. They play in a well organised environment in the childminder's home. The living room is an attractive and child-friendly space designed to encourage children to be able to choose their own resources. Their confidence is particularly well supported; the childminder is attentive to their needs as she talks to them and listens closely as she plays with them.

The childminder is adept at supporting their learning. She makes regular written and photographic observations of children and uses these to assess children's individual stage of development and to plan activities to further extend their learning. As a result, children are making good progress in their development, mainly because the childminder has a very secure understanding of the stages of development that children progress through. Children display high levels of

involvement in activities and persist for extended periods of time at activities of their own choice. Children are keen to learn new skills and further develop ones they have, they make sense of the world as they develop their own imaginary play, such as making worms with playdough. This is encouraged and extended by the childminder in the creative and interesting outings they enjoy, such as to the wildlife garden and nature club and to Parkside farm to pick strawberries. They engage in meaningful conversation with each other and with the childminder who broadens their understanding by listening to them and asking questions to extend their language and to make them think.

Children are treated as individuals in an inclusive environment where toys and books reflect different cultures and ways of life. They recently celebrated Australia day and made cards and tributes for the child's family which all children thoroughly enjoyed. The childminder provides well for their interests, ages and stages of development and the children respond very well as they explore items from the attractively presented resources and make camps in the tent. They are introduced to sensory materials, such as play dough, build towers with blocks and are encouraged in independence and physical skills. They are secure in the childminder's expectations and daily routine, which includes trips to local parks, drop-ins and exciting trips to the wildlife drop in session where they discuss 'what we can see and smell' and experience their senses and places of interest during the holidays, such as Southend on Sea.

The childminder takes good steps to safeguard and promote the children's welfare. Their health and well-being is effectively promoted and all necessary steps are taken to prevent the spread of infection or when they are ill. Children are learning about the importance of keeping themselves healthy through eating healthy food and washing their hands before snack. They receive ongoing praise and encouragement from the childminder, which develops their confidence and self-esteem and as a result their behaviour is very good.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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	1
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

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### 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	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
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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