

## Inspection report for early years provision

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<b>Unique reference number</b>	EY400496
<b>Inspection date</b>	20/09/2010
<b>Inspector</b>	Catherine Green

<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 2009. She lives with her child aged five in a second floor flat in the London borough of Islington. The living room, kitchen, hallway on the ground floor. Two bedrooms, bathroom and toilet on the 1st floor are used childminding. Access to the provision is up two flights of stairs, there is no lift.

The childminder is registered to care for a maximum of five children at any one time, three of which are in the Early years age range.

The childminder walks to local schools to take and collect children. She attends local toddler groups, takes children to the library and park. The family have a two terrapins. The childminder is registered on the Early Years register and both parts of the Childcare Register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children settle very 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.

The childminder has a developing understanding of the Early Years Foundation Stage and welfare requirements; and therefore has not yet formalized her records of risk assessment and some policies.

Priority is given to providing an inclusive and well resourced environment and she aims to support children's individual development through play and varied outings. The childminder demonstrates commitment to continual improvement through her own professional development, by attending training and she is beginning to evaluate her service.

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

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

- Keep a record of risk assessment that is reviewed regularly and includes outings (Documentation) 29/11/2010

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

- keep a record of risk assessments that is reviewed regularly and which includes outings.
- improve fire safety precautions by maintaining smoke alarms in working order and by ensuring that a fire blanket, which conforms to BS EN standards, is accessible in the kitchen.
- enhance knowledge of the Early Years Foundation Stage guidance to monitor and assess children's progress and fully develop partnership working
- review policies and procedures to ensure they are comprehensive and up to date
- review and update documentation such as policies and procedures, to ensure these reflect the current regulatory framework

## **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 attends child protection training at regular intervals. Children's health and well-being is effectively promoted and all necessary steps are taken to prevent the spread of infection if they are unwell. Rooms used by the children, furniture, equipment and toys are clean and safe. Although the childminder has a fire blanket this has not yet been fitted to the wall in accordance with safety instructions. The childminder has examples of written risk assessments, provided during her training, to identify potential hazards in the home and to keep children safe. However, she has not yet made them specific to her home or outings. Although the childminder is very aware of how to promote children's safety on each type of outing and in the home she has not provided individual risk assessments and this is a requirement.

The childminder has formed secure partnerships with parents. Feedback from parents indicates they are very pleased with the flexible and reliable service they receive. Daily discussions take place which ensures both the childminder and parents are updated of children's progress. She shares ideas for healthy eating and drinking with parents which helps to promote children's welfare.

The childminder has some knowledge of the Early Years Foundation Stage requirements and the implementation of this knowledge means children's welfare and development is suitably promoted. She is keen to attend further training and uses her membership to the National Childminding Association to keep herself up-to-date with changes and advancements in childcare.

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

Children are happy and settled with the childminder, who spends much of her time

with them, helping them feel secure and comfortable. Babies are very comfortable as they sit close being cuddled on the childminder's lap. They are able to relax and sleep as she holds them, due to her skilled approach. Settling in arrangements help children feel secure, this time is planned so that the childminder can completely dedicate her time and attention to the child. 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. She provides regular opportunities for children to socialise with other children. They regularly visit local parks, soft play and childminding groups.

Through discussion, the childminder suitably describes how she provides an inclusive environment for children. She has secured information about each child's background which helps her provide for their individual needs. She promotes children's good health when children regularly play outdoors enjoying physical exercise and fresh air.

Babies 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. Children receive ongoing praise and encouragement from the childminder, which develops their confidence and self-esteem. They build secure relationships and are nurtured into a growing independence through lots of close contact, cuddles and encouragement. They are treated very much as individuals and as a result, they are relaxed, happy and confident in the childminder's care. They are provided with a good selection of age appropriate toys that are easily accessible and which are of good quality.

The childminder has begun to develop systems to observe and assess children's progress in the six areas of learning and is currently developing written records for each child. The childminder explains that she verbally shares information about children's progress with parents on a regular basis. However, the childminder acknowledges that this is an area in which she wishes to develop. She has just started to work on children's 'all about me' profiles and plans to use photographs of children's achievements in order to provide parents with useful information about their progress and help them to be more involved in their children's 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

<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	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
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	3
The effectiveness of partnerships	3
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	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>	2
The extent to which children achieve and enjoy their learning	2
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	2
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