

Inspection report for early years provision

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Inspection date	24/11/2010
Inspector	Catherine Greene
Type of setting	Childminder

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E: enquiries@ofsted.gov.uk
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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 registered in 1997. She lives with her husband and three children in Hornsey. Most of the home is registered for childminding and children have access to the garden and local parks for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for three children under eight at any one time. There are currently two children on roll. The childminder takes children to parent and toddler groups on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a warm and comfortable environment for children. She has a good understanding of the Early Years Foundation Stage and welfare requirements, and has formalised her records of risk assessment and policies to ensure that children's needs are generally well met. A sound relationship with parents fosters children's self-esteem very well and she provides an inclusive and well resourced environment. The childminder supports children's individual development through play and varied outings. She demonstrates commitment to maintain continuous improvement through her own professional development and a thorough evaluation of her service.

What steps need to be taken to improve provision further?

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

- further involve parents in their children's learning and development, for example by making contributions to their learning record
- review the organisation of toys and resources to maximise potential for children.

The effectiveness of leadership and management of the early years provision

The childminder has secure knowledge of child protection issues because she attends child protection training at regular intervals to update her knowledge of changes to guidance. Children explore the spacious setting independently accessing resources with very good levels of supervision at all times. Rooms used by the children, furniture, equipment and toys are clean and safe. The childminder has written risk assessments in place to identify potential hazards and promote children's safety effectively.

The childminder works closely with parents, providing useful written information which enables them to gain a complete understanding of the service she provides. This includes development information with observations and photographs showing the children as they play and have fun. Parents are able to meet with the childminder regularly to talk about their children's progress. The childminder ensures that she gains a complete understanding of the children she cares for through parental information, and ensures that this two-way process is ongoing at all times. She has experience of working with external agencies and works closely with other professionals if required.

The childminder has good knowledge of the Early Years Foundation Stage requirements and the implementation of this knowledge means children's welfare and development is very well promoted. The childminder has completed extensive further training and works closely with the local authority development worker 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 settle very well in the childminder's warm and welcoming home. She offers lots of praise and encouragement in comfortable surroundings, with loving contact throughout the day. Close collaboration with parents from the outset allows the childminder to build on children's starting points very effectively. Toddlers are very comfortable as they cuddle up on the childminder's lap. They are able to relax and play as she supports them, due to her skilled approach. Children's confidence is well supported and the childminder is attentive to their needs. As they explore, she explains to them clearly about what they are doing and she is actively engaged in playing with them. The childminder provides regular opportunities for children to socialise with other children. They regularly visit local parks, soft play and childminding groups. Photographs in the children's portfolios show her being actively involved with children playing at the park on the slide and really engaging with the children.

The childminder provides an inclusive environment for children. She records valuable information about each child's cultural background and home languages, which help her provide for their individual needs. She is a positive role model, who is calm and gently spoken. The children react very positively and are secure within the childminder's expectations and daily routine.

Toddlers enjoy activities including art and craft, and have their creations displayed in their very well presented portfolios, giving them and their parents pride in their work. They choose from resources available, learn to use programmable toys, complete puzzles, and read books with the childminder. Children's learning and development is well supported and they demonstrate increasing independence and confidence when moving around the room and choosing the things they like to do. They are provided with a good selection of age-appropriate toys that are mostly accessible and which are of good quality. However, the large selection of play equipment could be better organised so as not to overwhelm the children.

The childminder has developed systems to observe and assess children's progress in the six areas of learning, including written and photographic records for each child. Children's current interests are recognised and planned for and the childminder continually reviews what activities are stimulating the most interest, building on children's ideas. She uses 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. The childminder explains that she also verbally shares information about children's progress with parents on a regular basis and has identified this as an area in which she would like to improve.

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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