

## Inspection report for early years provision

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<b>Unique reference number</b>	102140
<b>Inspection date</b>	31/01/2011
<b>Inspector</b>	Gulnaz Hassan
<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 1999. She lives with her adult son and 12 year old daughter in the London Borough of Camden, close to shops, parks, schools and public transport links. The childminder's home is a four storey house. Access to the premises is via a flight of stairs. The ground floor and first floor and the bathroom on the lower floor is used for childminding. She has a pet cat.

The childminder is registered to care for a maximum of three children under eight years at any one time, all of whom may be in the early years age range. She is currently minding three children in this age group on a part-time basis. She also offers care to children aged over five years to 11 years. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder goes to several toddler groups regularly. She holds a level three qualification in early years.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The childminder has a generally good knowledge and understanding of the Early Years Foundation Stage, this ensures that she is mostly effective in meeting the needs of the children in her care. Children are well safeguarded and this is a strength in the childminder's practice. Children are learning about aspects of diversity and culture through discussions and visits within the community. The capacity of the childminder to maintain continuous improvement is good; she has taken effective steps to address the development of her provision since the last inspection. She attends training and remains up to date with changes to child care practice through sourcing relevant literature.

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

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

- promote children's understanding of diversity and inclusion by extending the resources available and by planning activities and experiences that encourage children to talk about, value and develop an understanding of their own and others' cultures, religions, languages and backgrounds
- develop the systems to include parents in the planning for children's learning and development

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

The childminder's knowledge of child protection procedures is good and these ensure that children will be safeguarded appropriately. The quality of risk assessments for the home is consistently thorough and these include completed risk assessments for outings and journeys. Record keeping and documentation to ensure that children are safe is fully secure and contains full information, for instance about children's health, immunizations and medical practitioners. The childminder has an effective emergency evacuation plan in place and this is regularly practiced with the children she cares for. The environment is bright, welcoming and stimulating. Equipment and toys are organized effectively and presented well to children to encourage them to freely select and explore their surroundings. The childminder has taken effective steps to evaluate her provision in respect of the welfare, learning and development requirements. She has accurately identified areas that require further development, such as the promotion of inclusion and diversity.

The childminder provides parents with suitable information about children's care and learning. In addition, a daily diary documents information about children's care routines and activities. The childminder obtains verbal information about children's learning and interests from parents. As yet a more formal system to involve parents in the planning for children's individual learning and development is not fully established. The childminder demonstrates a suitable understanding of working in partnership with other settings.

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

The childminder has a generally good understanding of the learning and development requirements. This means that children are making good progress in their learning and development. Children enjoy an interesting range of activities that have clear links to the areas of learning. The systems to observe children's progress and to plan for children's individual learning needs have recently been established. The planning in place ensures that children experience a wide variety of activities although the next steps in children's learning and development are not always clearly identified. Children's language skills are particularly well supported through good communication, story telling and singing. Children have access to outdoor play; they visit parks and the city farm for physical exercise and visit local play and drop-in groups. The childminder supports children to develop skills for the future. For instance they engage in games and activities that promote their numeracy and literacy skills well and they play with battery operated toys.

The childminder generally works soundly to promote inclusion and diversity. Children are involved in celebrations from other cultures at local drop-in groups and are able to access play equipment with positive images of diversity. She collects information about children's individual backgrounds. As yet the childminder

has not fully established a system to ensure that children's individual backgrounds, language and other aspects of their culture are fully reflected and incorporated into the daily activities and routine. However she has identified that this is an area she would like to develop further. Children are happy, secure and settled; they respond well to the childminder and they enjoy good levels of interaction and engagement with their carer.

Children's understanding of health and safety is suitably promoted. The premises are safe and regularly checked for hazards and the childminder is aware of risks to children. Children are cared for in premises that are clean and where hygiene procedures are effective. Children are learning about being healthy and safe through discussions that are reinforced by explanations and through the childminders own demonstrations and examples. Children behave well and their social skills and good relationships with each other are well reinforced by the childminder who is a positive and effective role model.

## 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	3
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	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	2
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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	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
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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