

Inspection report for early years provision

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Inspection date	10/03/2011
Inspector	Siobhan O'Callaghan
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.

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Description of the childminding

The childminder was registered in 2000. She lives with her husband and their three adult sons and one child aged 12 years. The family lives near to Parliament Hill Fields in the London Borough of Camden. The home is close to local shops and schools. All areas of the property are utilised for childminding purposes. There is a fully enclosed garden available for outside play. The family has two pet cats.

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 five children under eight years at any one time, of these, not more than three may be in the early years age group. She is currently caring for three children in the early years age group all of whom attend on a part time basis. The childminder attends local toddler groups and childminding support groups.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a stimulating and inclusive environment for children where they are supported to make outstanding progress in their learning and development. Children's welfare is promoted through a good range of policies and procedures; these encompass safeguarding children issues and overall support their health and safety within the provision. The childminder has established successful relationships with parents which overall supports an integrated approach towards meeting children's individual care and learning needs within the provision. The childminder demonstrates a positive approach towards developing her practices; this can be seen within her evolving self-evaluation systems.

What steps need to be taken to improve provision further?

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

- develop ways in which parents are supported and encouraged to contribute to their children's assessment records
- improve the maintenance of daily attendance registers.

The effectiveness of leadership and management of the early years provision

The childminder is an experienced early years practitioner. She has developed a broad range of good quality policies and procedures to support the safe and efficient management of her childminding business. She has secure systems in place to ensure that all adults living within the household undergo essential suitability checks. The childminder has competent knowledge and understanding of

safeguarding children procedures and her role in monitoring children's welfare. She maintains daily records to support the safe management of children's attendance although these are not always managed effectively. The childminder is vigilant in her supervision of children and ensures that they are cared for in a safe, clean and comfortable home environment. Regular risk assessments of the home and resources that children access, are maintained so that their safety is given due emphasis. The childminder effectively utilises her local environment as she takes children to the farm, library and parks, she has in place separate risk assessments for all these trips so that any potential hazards can be highlighted and monitored.

The childminder organises an accessible and inviting environment for children where they are able to choose from an extensive range of high quality resources. There is an excellent focus on promoting an inclusive service for children as the childminder effectively supports children regardless of their age and ability to access all activities and resources available to them. The childminder values working in partnership with parents to promote children's continuity of care within her provision. Recent written correspondence from parents demonstrates that they are very happy with the care their children receive. Parents' comments include 'The childminder is totally committed to the children in her care she provides a great deal of varied stimulation within a safe and caring environment' and 'we are absolutely delighted with the childminder we could not ask for anything more and most importantly our child is happy'. The childminder is not currently caring for children who require additional support however; she has effective systems in place to work in partnership with outside agencies to support all children to reach their individual milestones.

The childminder continues to work hard on improving many aspects of her provision. Since her last inspection she has updated her knowledge and understanding of child protection procedures and she has improved documentation to ensure that all parental permissions are in place for emergency treatment. She is clearly interested in developing her skills through attending short courses and implements this knowledge that is gained into her daily practices. The childminder is beginning to review all aspects of her provision and has made a good start on developing her own self-evaluation systems. Overall, the childminder demonstrates a positive commitment to providing good quality care and education for children.

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

The childminder demonstrates an excellent knowledge and understanding of the learning and development requirements. She plans a varied and interesting range of activities and experiences that meet the needs of all the children extremely well. Children have extensive opportunities to explore their outside learning environment as the childminder effectively takes the indoor learning activities outside into the garden. Children also benefit from regular trips within their local community as they visit the library, farm, parks and toddler groups which are all planned around their individual needs. The childminder is animated in her discussions regarding children's individual achievements she clearly knows them well and incorporates

their interests into her planning systems. Each child has their own personal folder where the childminder is beginning to record observations of their progression; these are supported by an abundance of photographs demonstrating their achievements. The childminder is effectively linking these observations into the areas of learning, and clear next steps are being developed for children's individual progression. Although the childminder continually converses with parents regarding their children's achievements she is yet to encourage parents to contribute towards these assessments of children's learning.

Children are extremely happy and content within this bright and stimulating provision. They are supported to develop a great sense of belonging as they excitedly observe pictures and video footage of themselves which has been captured during their visits within the local community. The childminder effectively organises her resources and furniture to provide children with a rich learning environment. Children confidently engage within both adult-led and free exploration as they clearly enjoy the childminder's enthusiastic interactions with them. Their communication, language and literacy skills are enhanced through the childminder's commitment to reading, listening and speaking. Children have ample opportunities to explore mark making pursuits as they enjoy creative drawing and painting experiences. Their imaginations are further supported through the purposeful role play opportunities that are available to them. Children are delighted to engage within problem solving challenges as they learn to count and recognise numbers as the childminder skilfully supports them to complete number puzzles and shape games. Their knowledge and understanding of the world is purposefully enhanced as children have superb opportunities to engage within planting and growing pursuit. For example, children are excited to observe the sunflowers they recently planted which are beginning to grow. Children have excellent opportunities to develop their physical skills as they utilise a range of challenging resources which supports their ability to develop balance, coordination and physical strength.

Children's welfare is promoted through many good practices within the provision. For example, they are developing a successful awareness of their personal safety as the childminder teaches them about road safety and involves them in regular emergency evacuation drills to support their understanding of keeping safe. Children engage within effective personal hygiene habits as they wash their hands at appropriate times of the day and especially before and after eating. Through the secure partnerships that have been established with parents children are offered nutritious and well-balanced meals to support their good health. Overall, children are extremely content within their environment, it is clear that they have developed warm and trusting relationships with the childminder. Children are developing exemplary behaviour as they receive an abundance of praise and encouragement. They are supported to work cooperatively, and to respect one another and their differences. Consequently, children are developing many excellent 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	1
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

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	1
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	1
The extent to which children develop skills for the future	1

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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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