

Inspection report for early years provision

Unique reference number	133123
Inspection date	08/03/2011
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.

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 was registered in 1986. She lives with her adult son in the family home which is situated between Archway and Tufnell Park in North London. The home is close to local shops and schools. The whole of the ground floor is used for childminding purposes. There is a fully enclosed patio available for outside play. The family have 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 three children under eight years at any one time, of these, not more than one may be under one year at any one time. She is currently caring for two children in the early years age group both of whom attend part time. The childminder attends local toddler and childminding support groups. She works in partnership with the local council to support children in need. The childminder has a recognised early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides an accessible and inclusive home environment for children where they are supported to make good progress overall in their learning and development. Children are safeguarded and their welfare is promoted through a generally sound range of policies and procedures. The childminder has established strong partnerships with parents and outside agencies to support children's continuous care. She demonstrates a positive approach towards implementing improvements which is evidenced in her ability to address a previous recommendation, however, current self-evaluation systems are yet to be fully embedded so that all aspects of the provision are reviewed and reflected upon.

What steps need to be taken to improve provision further?

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

- improve risk assessment procedures so that all outings are reviewed prior to each outing
- develop self-evaluation systems to continually assess all aspects of the provision and therefore, improve outcomes for children
- develop further planning and assessment systems to show how observations of children's learning is then used to promote their next steps in their learning.

The effectiveness of leadership and management of the early years provision

The childminder has established a satisfactory range of policies and procedures to support the safe management of the Early Years Foundation Stage requirements. She has secure vetting procedures in place so that all adults living within the household have appropriate checks in place. The childminder's clear knowledge and understanding of safeguarding children procedures enables her to work with parents, and where necessary outside professionals, to promote children's welfare. The childminder organises a safe home environment for children, she has risk assessments in place to monitor any potential hazards. Although, the childminder has many sound practices in place to support her safe conduct of outings she is not currently reviewing these to ensure that all outings she enjoys with children are fully assessed and reviewed prior to each outing.

The childminder organises an accessible environment for children where they are able to make choices from a good range of age appropriate resources. The childminder promotes a positive approach towards inclusion as she ensures that all children have their individual home backgrounds valued within the provision. This is achieved through her successful relationships with parents and their daily exchange of information. Recent parental questionnaires demonstrate that parents are very happy with the care and attention their children receive. Parents comments include: 'My childminder is reliable, honest and trustworthy she is genuinely interested in my child's progress' and 'the childminder provides a loving home environment and has always been there when I have needed her.' Although there are no children attending requiring additional support; the childminder is committed to working in partnership with all outside agencies to deliver integrated care for children where this is required.

The childminder demonstrates a commitment towards her own professional development, since her last inspection she has achieved a level 3 National Vocational Qualification in Children's Care, Learning and Development. She enjoyed the challenge of this training opportunity although she has not persisted with developing many of the good aspects that she learned during her training. For example, the childminder covered in depth planning and assessment systems including the importance of developing clear next steps for children's learning; she covered the importance of all aspects of risk assessment and self-evaluation; however, she is yet to fully embed all of these good practices into her daily routines with children. Hence her current self-evaluation systems are not fully developed to ensure that clear targets are set to initiate improved outcomes for children.

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

The childminder demonstrates a good knowledge and understanding of how young children learn. She plans a successful range of experiences both inside and outside

of the home to support their enjoyment and progression. Children receive effective support as the childminder spends her time working directly with them and supporting their interests. She confidently discusses individual children's abilities and interests and demonstrates through her observations how she aims to support children's learning within her provision. However, the childminder is yet to utilise the observations that she makes to plan for children's next steps in their learning. This in turn will ensure the secure monitoring of children's progression.

Children are happy and content in their environment as they confidently access a good range of toys and initiate their own play. They are developing competent communication, language and literacy skills as the childminder continually converses with them and reinforces positive language development. Children have ample opportunities to enjoy a broad range of books and mark making resources with the childminder's support. They are excited to explore electronic resources as they confidently press buttons, pull leavers and use their knowledge of how things work to get desired effects. Children are proud to show off their artistic skills as they play musical instruments, such as the drums and guitar. The childminder joins in with their play as she encourages their energetic dancing and their enjoyment of the music. Children rise to the challenges of building with bricks and work out how to use the small role play cash register. The childminder ensures that children have ample opportunities to develop their larger physical skills as she plans daily trips to the local park where they can climb and run around in the large open spaces. They also have opportunities to ride wheeled resources and to push their baby dolls in buggies outside in the childminder's small paved patio area.

Children's welfare is promoted through many positive practices within the setting. The childminder works in partnership with parents to promote healthy meal options for children. She implements satisfactory hygiene practices to prevent the spread of infection and to maintain a clean and safe environment for children. The childminder has developed secure and trusting relationships with children, babies enjoy cuddles as they fall asleep in her arms. Children learn to behave in ways that are safe for themselves and others as the childminder teaches them about dangers within their environment. Young children sit in appropriate furniture to eat their meals which aids both their independence and safety. The childminder is calm and patient with children, the impact is that they are happy and cooperative. Overall, children are developing polite and responsible behaviour as they follow the childminder's positive role model. This in turn supports children in developing many valuable skills that help to set secure foundations for their future learning success.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
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	3
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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure there is a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email (Procedures for dealing with complaints)(This also applies to the voluntary part of the Childcare Register) 25/03/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified under the compulsory part of the Childcare Register with regards to complaints. 25/03/2011