

Inspection report for early years provision

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Inspection date	14/03/2011
Inspector	Liz Corr
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 1999. She lives with her adult daughter and seven year old son. They live in the E2 area of the London Borough of Hackney in a four bedroom maisonette. Children have access to the living room and bedroom on the ground floor and one bedroom and bathroom on the first floor.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of four children under eight may attend at any one time, of whom, three may be in the early years age range. There are currently two children on roll in the early years age range. The childminder is a member of an accredited childminding network. The childminder is also registered as a Foster Parent. The family has two pet cats.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children have an enjoyable time here as they easily access a large and stimulating range of resources, which help them to make progress in their learning and development. Successful relationships have been developed between the childminder and the parents. Consequently, they are well informed of their child's progress. Children are provided with an inclusive environment where their individual needs are very well met. Positive outcomes are promoted for the children as the childminder makes effective use of self-evaluation and is committed to making further improvements to her service.

What steps need to be taken to improve provision further?

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

- continue to enhance children's progress towards the early learning goals by using the information gained from ongoing observations to identify their next steps and inform future planning
- further enhance the good systems for developing communication by reintroducing makaton in everyday practice and further promote children's understanding of other languages

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of how to protect children from abuse. Clear procedures are available to follow in case she has concerns about a child's welfare. Risk assessments are provided for both indoors and individual outings. An emergency evacuation procedure has been devised and is regularly practised with

the children. The childminder is well organised and has devised a full set of policies and procedures to promote the efficient management of her service. Consequently, the required records and permissions are in place to promote children's good health. Furthermore, the childminder has a valid first aid qualification to enable her to manage any accidents that may occur.

Positive outcomes are promoted for the children as the childminder makes effective use of self- evaluation and is committed to making further improvements to her service. She has developed a secure partnership with her local childminding network which provides her with support and regular training opportunities. Furthermore, she provides support to newly registered childminders as a support mentor.

The childminder provides an inclusive service. She has good information about children's backgrounds which helps her to support their individual needs. As a result, they feel secure here and have a sense of belonging as they get to know the childminder and her family very well. They are provided with good opportunities to access equipment and activities that reflect positive images of people who are different from themselves. This helps children to value the society they live in.

Successful relationships have been developed with parents. Good information is provided for them about the service when their child's placement begins. Parents provide regular feedback through questionnaires. They report that they are very happy with the service as the childminder is extremely approachable. They are pleased that their children have a healthy diet here with lots of physical exercise. The childminder is well informed of the importance of working in partnership with other professionals involved with individual children to promote their learning, development and welfare.

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

Well organised routines and positive interaction help the children feel safe and secure at the setting. They have an enjoyable time here as they easily access a large supply of stimulating resources, which help them to make progress in their learning and development. They excitedly try out new equipment with the childminder's encouragement. For instance, they try out the new car, which they can easily sit in. They are delighted as they discover the many different buttons which play music and repeat the letters of the alphabet. Children benefit from well organised outings that are planned each week. This provides them with good opportunities to socialise with other children and join in a wider range of activities. The children love to access outdoor activities at their local drop-in groups. As well as continuing their learning outdoors they are provided with good opportunities for physical play. Children are provided with good support and spontaneous opportunities for learning. For instance, as they help to tidy up they are encouraged to count the bricks and name their colours. They are pleased as they realise they have completed the task and are praised for their helpfulness. They

enjoy looking at photographs of themselves taken at the local groups. The childminder promotes their language skills and encourages their thinking as she reminds them what they were doing in each picture. The childminder is committed to promoting language skills. She has provided makaton support in the past and would like to continue to develop this area by reintroducing makaton and raising children's awareness of other languages. They are beginning to learn the importance of caring for their environment as the childminder talks to them about recycling and shows them where she recycles her household items.

The childminder has a secure knowledge of the Early Years Foundation Stage. Secure systems have been developed to record children's starting points, which help to identify when they make progress at the setting. Children are regularly observed under the six areas of learning and useful records are kept which document their progress towards the early learning goals using photographs, samples of their work and text. The childminder has identified that she would like to continue to develop her knowledge of the Early Years Foundation Stage particularly in relation to identifying and planning for the next steps in their learning. Records are regularly shared with parents, which helps them to be involved and to continue their child's learning at home.

Children are developing a very good understanding of healthy living. They enjoy daily outings where they spend time in the fresh air and develop physical skills. Children benefit from the good balance of indoor and outdoor activities helps to build their appetite and they look forward to their lunch, which they happily tuck into. They take part in healthy cooking activities at the local groups, which further promote their understanding of good health. Children are learning the importance of safe behaviour as they regularly practise the emergency evacuation procedure. They are also learning the importance of road safety as they are reminded what the symbols and colours at traffic lights mean.

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	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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