

Inspection report for early years provision

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Inspection date	17/03/2011
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 1994. She lives with her two adult children in the family home which is situated in Highgate, North London. The home is close to local shops and schools. All areas of the property are used for childminding purposes. The premises are accessed by several steps leading up to the property. The childminder does not have a garden although she regularly uses the local parks to ensure that children have access to outside play.

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 four children under eight years at any one time, of these, not more than three may be in the early years age group at any one time. She is currently caring for four children in the early years age group and one child in the later years age group. All children attend on a part time basis. The childminder walks to local schools to take and collect children. The childminder attends local toddler groups and childminding forums.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a welcoming and inclusive home environment for children, where due focus is given to meeting their individual care needs and ensuring that they are effectively safeguarded. Children are making good progress overall in their learning and development as the childminder offers them a successful range of activities and experiences which are geared around their individual interests. The generally secure partnerships that have been established with parent's support children to receive continuous care within the provision whilst partnerships with school nurseries that children attend are still evolving. The childminder demonstrates a committed approach towards developing her provision; she has established competent self-evaluation systems to support her in reflecting on her practice and thus is able to implement improved outcomes for children.

What steps need to be taken to improve provision further?

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

- develop further planning and assessment systems to show how children are making progress in their learning and encourage parents to contribute towards their children's assessments
- develop further the links with all other settings providing for children in the Early Years Foundation Stage.

The effectiveness of leadership and management of the early years provision

The childminder has developed a comprehensive range of records, policies and procedures to support the safe and efficient management of the Early Years Foundation Stage. She places due emphasis on children's safety as she continually assesses potential risks both in her home environment and on all the outings that she enjoys with children. The childminder has robust procedures in place to ensure that all adults living with the home undergo essential suitability checks. She has a secure knowledge and understanding of safeguarding children procedures and her responsibility to work in partnership with both parents and outside professionals where this is necessary. The childminder shares her safeguarding commitment with parents who are encouraged to read her written policy and procedure.

The childminder organises an accessible learning environment for children where they are supported and encouraged to make independent choices about their play. Children are provided with a broad range of good quality resources which give due emphasis to promoting a positive approach towards diversity and inclusion. The childminder values working in partnership with parents as she gathers detailed information regarding children's individual care needs and supports their home routines within her provision. She communicates with parents via a range of media which includes email, text and daily conversations. Although good focus is given to children's care aspects the childminder is yet to encourage and support parents in contributing towards their children's learning assessments. The childminder has also developed positive partnerships with the nursery that children attend where again there is good attention towards promoting children's care. The childminder acknowledges that more could be done to promote an integrated approach towards linking children's learning both at home, nursery and within her provision.

The childminder is an experienced early years practitioner who demonstrates a commitment to continuous improvement. This is evidenced within her enthusiasm to attend regular training opportunities which in turn enhances her knowledge and skills within the early years field. She is continually reflecting on her practice and looking at ways of improving her provision for children. Since her last inspection she has effectively addressed the recommendations raised, for example, she has improved her resources to promote diversity and she has extended her knowledge of safeguarding procedures through training and accessing up-to-date literature. Through her self-evaluation systems it is clear that she is able to set clear priorities for development which in turn supports her in improving outcomes for children.

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

Children are happy and engaged within their environment as they confidently interact with the childminder and clearly enjoy her positive support and attention. The childminder effectively plans a broad range of activities and experiences which engages children's interests and thus motivates them to learn. Good use is made

of the local and surrounding areas as children regularly visit the parks, woodlands, libraries and farm which further supports their learning opportunities. Although there are no children attending requiring additional support the childminder demonstrates a competent knowledge and understanding of the importance of working with parents and outside agencies to support all children within her care. The childminder is currently developing her planning and assessment systems; through discussion and observation of her practices it is clear that she has a good knowledge and understanding of how to promote children's learning. She is beginning to use her observations to plan for children's next steps in their progression, nevertheless, she acknowledges that more time is needed to develop these systems further.

Children are confident to make decisions and to communicate their wishes to the childminder. For example, when given a choice of free play with many colourful and bright resources or the option to engage within adult-led activities; children excitedly inform the childminder that they would like to bake cookies. Children enjoy the challenges of weighing and measuring ingredients. They are intrigued by the changes that take place as the childminder encourages them to observe the cookies as they are baking in the oven. The childminder continually converses with the children as they discuss how butter, flour and milk are all dairy products and how weight can be measured in grams or ounces. Children are developing a good understanding of how to use information, communication and technology resources to find out information as well as to play fun educational games. For example, children observe how the childminder finds baking recipes using the computer. They also enjoy playing their own imaginative games as they use their computer skills to dress up favourite story book characters as they play games on a designated children's website.

Children's good health is promoted through the childminder's positive approach to healthy eating and promoting effective personal hygiene practices. Children have good opportunities to get fresh air and to engage in energetic play as the childminder ensures they have opportunities to run, climb and be active as they visit local playgrounds and take walks in the woods. Children demonstrate that they feel safe and secure within this provision as they enjoy the warm interaction they receive from the childminder. Their self-esteem is fully promoted as the childminder continually praises their efforts and informs them of how clever they are. Children's knowledge and understanding of safety issues are continually promoted both within their play and within their routines. For example, the children learn about the dangers of traffic and are taught how to stay safe as the childminder discusses appropriate road safety guidance with them. Overall, children are very well behaved; the childminder is calm and patient with them as she presents them with positive role models and treats them with respect. Consequently, children are developing many valuable 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	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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