

Inspection report for early years provision

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Inspection date	15/03/2011
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.

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 registered in 1994. She lives with her husband and three adult sons, in a house in the N7 area of the London Borough of Islington. The whole of the ground floor is used for childminding. Children also have access to a fully enclosed garden.

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

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children access a very well resourced environment. They are making consistent progress towards the early learning goals as the childminder focuses very well on the individual needs of each child. The childminder is organised and has developed useful information systems for parents. She is just beginning to develop systems for self-evaluation; however, the childminder demonstrates a clear commitment to making continuous improvements to her service, which promotes good outcomes for children.

What steps need to be taken to improve provision further?

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

- enhance children's progress towards the early learning goals by devising an effective system for assessing their progress in order to inform the next stage of their learning and fully develop partnership working.
- develop further systems for self-evaluation to identify targets for further improvement

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a conscientious approach to safeguarding children. She regularly updates her knowledge of child protection issues by attending relevant training and fully understands how to report any concerns regarding children's welfare. Clear risk assessments are in place for the home, ensuring hazards are removed and children's safety prioritised. The childminder has devised an escape plan for the home that is practiced with the children regularly. Furthermore individual outings are carefully planned in advance to promote

children's safety.

The childminder is well organised and has devised a full range of policies and procedures to help underpin her service. She is committed to making improvements to her service. The childminder updates her knowledge regularly through her local childminding network, which provides her with support and regular training opportunities. She is just beginning to develop systems for self-evaluation and the childminder recognises this as an area to develop further.

The childminder has developed secure partnerships with parents. Effective communication systems ensure they are well informed of their child's progress on a daily basis, through informal discussion. Parents are provided with useful information about the childminder's service at the beginning of their contract. There are good systems in place for parents to provide the childminder with important information about their child. As a result, the childminder knows the children well and works in partnership with parents to meet their learning and development needs. The childminder has experience of working with children with special educational needs and/or disabilities. She demonstrates a commitment to working in partnership with other professionals involved with individual children to support their welfare. Currently there are no systems in place to share information about children's progress with other early years settings that children attend.

The childminder provides an inclusive service. She has very good information about children's backgrounds and works in partnership with parents to meet their personal routines. As a result, children are secure and settle well. Children are learning to value people who are different from themselves. They access a good range of resources and activities, both at home and local groups, which promote positive images of diversity.

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

Children develop a strong sense of security as they are provided with a very consistent settling-in period. Consequently, they feel confident and have a secure attachment to the childminder. Children demonstrate increasing confidence as they make choices from the wide range of easily accessible resources. They benefit from lots of positive attention and receive praise for their achievements. As a result, they behave well. The secure partnerships with parents ensure their home routines are followed and they eat and rest according to their individual needs. Each child benefits from this personalised approach. Children are provided with all the time they need after their nap before joining in with the activities. For example, when they are upset after their rest they are comforted and reassured. As a result, they join in when they are ready as their feelings have been acknowledged. They are provided with good support during activities. For example, when they play with the robot work bench the childminder sits with them and encourages their fine motor skills as they use screw drivers and hammers and are encouraged to find out what each button is for. Very effective support is provided for younger children who are gaining confidence as they attempt to stand and take

steps. The childminder provides security and encouragement as she carefully holds their hands as they walk towards her. They are rewarded with smiles and applause from the childminder. Children are developing good social skills as they regularly attend local drop-in groups and interact with other children their own age. The childminder is well organised and arranges occasional outings further afield. For example, they recently visited the transport museum. The childminder encourages their appreciation of books as they sit together reading on the sofa. Even babies demonstrate an interest in books as they turn the pages of books they enjoy babbling as if they are reading a story. They benefit from spontaneous opportunities for learning as the childminder prepares the vegetables for their lunch. They enjoy naming each vegetable as she explains how she will cook them. Children are becoming inquisitive and independent learners as they access a wide range of interesting play materials. All children, including babies, confidently press buttons, explore and investigate how play equipment works. Children are learning the importance of caring for their environment as the childminder provides a good role model by recycling a wide range of waste at her home, including food waste.

The childminder has developed a good knowledge of the Early Years Foundation Stage. She knows the children well and has produced records for parents which show how the children are making progress in the six areas of learning. Photographs illustrate their involvement in a substantial range of activities which help them to make very good progress towards the early learning goals and to have fun. The childminder has identified that she would like to continue to develop her knowledge of the Early Years Foundation Stage particularly in relation to assessing children's progress and planning for the next steps in their learning.

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. They are provided with healthy meals and snacks and easily access fresh drinking water. Children are learning the importance of safe behaviour as they regularly practice the emergency evacuation procedure. They also learn about safe practices as the childminder reminds them that they use a safety gate so they cannot access the kitchen when she is cooking.

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	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	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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