

Inspection report for early years provision

Unique reference number	402737
Inspection date	23/03/2011
Inspector	Gulnaz Hassan
Type of setting	Childminder

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T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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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 1998. She lives with her husband and two children, in the London Borough of Hackney in a three bedroom maisonette. With the exception of two bedrooms, all areas of the childminder's home are used for childminding. There is a fully enclosed garden for outdoor play.

The childminder is registered to care for a maximum of four children under eight years at any one time, no more than three of which may be in the early years age range. She is currently minding three children in this age group. She also offers care to children aged five to 11 years. The childminder is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a warm, safe and welcoming environment for children and their parents. Children are safe and well cared for in her inclusive home, where they make mostly good progress in their learning given their age, abilities and starting points. Excellent relationships with parents contribute significantly to ensuring that each child is effectively supported and flourish in the setting. The childminder shows good capacity for continual improvement. She attends relevant training and has effective relationships with her early years co-ordinator. As a result, clear targets for improvement are identified to bring about sustained improvements in the service provided.

What steps need to be taken to improve provision further?

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

- develop the systems in place so that learning and teaching goals are considered when planning for children's individual learning.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded. The childminder has developed effective policies and procedures for promoting children's welfare and has a clear understanding of how to protect them from harm and abuse. The childminder is aware of how to gain support and guidance, if she has child protection concerns. Clear risk assessments are carried out on the home. Formal systems to risk assess destinations for outings are fully developed. Children learn to stay safe by taking part in emergency evacuations; these are recorded and any concerns or

improvements are fully monitored.

The childminder's home provides children with a stimulating and welcoming environment, where they quickly feel comfortable and at home. A wide range of easily accessible good quality toys and resources are provided for children. This enables children to gain confidence and independence as they select toys, resources and activities for themselves.

The childminder confidently communicates a clear vision for providing a good quality service for children and their families. She consistently strives to enhance her skills through additional training, for example, she has completed a level three qualification since the last inspection. Self-evaluation reflects rigorous monitoring of the service and results in clear targets for development, which lead to sustained improvements in outcomes for children.

The childminder works well to promote inclusion. Children are involved in celebrations from other cultures, when at the childminders or at local drop-in groups. They are able to access play equipment with positive images of diversity and inclusion. She collects very effective information about children's individual backgrounds and helps children acquiring English as an additional language to develop their understanding.

There are excellent systems in place to ensure parents work in partnership with the childminder to share in the planning for children's learning and development. Pertinent information about children's starting points and developing interests are gathered and used to inform children's plans for learning. Frequent communication enables parents and carers to review and discuss children's care, progress and learning. The childminder demonstrates a good understanding of establishing strong links with other settings delivering the Early Years Foundation Stage for children in her care.

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

Children thoroughly enjoy their time with the childminder and are making good progress in their learning and development. There are planned activities, which are generally based around children's interests and needs. However, these do not yet fully identify specific learning and teaching goals for individual children to fully enhance learning. Activities are differentiated to meet children's needs. A good system for observational assessment is in place, with clearly identified next steps for children's development and learning. These, together with the wide range of activities and experiences the children receive while with the childminder, ensure there is a good balance across all areas of learning. Children show real progress in terms of their social and emotional skills. They demonstrate care for each other, with the older children fetching water beakers for the younger ones at lunch time. Children particularly enjoy role play and the childminder ensures that resources are available for children to extend their enjoyment. Children have good access to activities and resources that promote skills for the future; these include cameras,

cash tills and telephones.

Children behave well and the childminder has realistic expectations with regard to their behaviour. Her good use of praise and encouragement helps children to develop skills, such as sharing. The childminder helps children to feel secure in the setting. Children are well supervised at all times and enjoy individual attention in the form of cuddles and conversation. They learn about staying safe in the event of an emergency when practising the fire drill. They are encouraged to rest according to their needs, so as to avoid becoming overtired. The childminder provides a variety of healthy and nutritious snacks and meals. Children enjoy the social aspect of mealtimes as they sit together to eat. They are reminded to drink water regularly so they do not become dehydrated.

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	1

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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