

Inspection report for early years provision

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Inspector	Catherine Greene
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 husband and son aged 16 years, in a garden flat in the Belsize Park area of North London. Her husband and adult daughter work as her assistants. The living room and one bedroom are used for childminding and there is an enclosed garden for outside play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. When working on her own, the childminder is registered to care for a maximum of six children under the age of eight years at any one time, of these no more than three children may be in the early years age group and of these no more than one may be under the age of one at any one time. When working with an assistant(s) these ratios are increased proportionally. There is no provision for overnight care. There are currently five children on roll, all in the early years age group. The family has pet budgies, guinea pigs and a dog.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress in their learning and development in this setting. Systems for observing and assessing children's development are mostly successful. Partnerships with parents, carers and others are generally effective and children's individual needs are well met. Self-evaluation is comprehensive and reflective, which means that the childminder is continually searching for ways to improve outcomes for children in her care.

What steps need to be taken to improve provision further?

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

- extend the systems for recording the individual educational and developmental progress of each child
- support the two-way flow of information by reviewing and updating documentation such as policies and procedures, to ensure these consistently reflect the current regulatory framework.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of safeguarding and has a secure knowledge of the procedure to follow to report concerns. Effective risk assessments are in place and are undertaken periodically to identify and reduce potential hazards. The childminder uses a generally effective system for self-

evaluation and thereby knows where the strengths of her setting lie and where improvements are needed. She works closely with her husband, who is her assistant, and her daughter has also recently begun to work as an additional assistant to meet local demand for childcare places. The childminder is able to identify realistic steps for improvement within the setting and prioritises effectively. The views of parents and carers are actively sought via daily discussion and in written feedback where parents are able to make positive contributions. Parents are unanimous in their positive feelings about the care and education that their children receive within this setting.

The children are helped to feel included and valued as the childminder is aware of and respects their individual culture and backgrounds. Displays and photos of the children at play are contained in a photo album. Their creative work is displayed in the living room where children play. This all contributes to children feeling included and valued. The children are provided with a wide range of good quality equipment, toys and resources which challenge and interest them. They are able to make choices in their play and readily help themselves to toys and equipment from the low-level storage. The childminder encourages the children to celebrate a variety of cultural festivals, and resources such as books and toys reflect her awareness of equality and diversity issues.

There are good systems in place to promote partnership working with parents and others. There are some written evaluations about children which provide parents with information about the Early Years Foundation Stage. Policies and procedures are in place but require some review to ensure they are in line with the current welfare requirements to fully inform the parents.

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

Children enjoy talking to the childminder and want to involve her in their games. The childminder interacts effectively with the children, encouraging them to think and initiate their own games and learning. She is skilful at asking questions, and through play, encourages children to develop and be independent. The childminder has effective systems in place which identify children's likes, dislikes, interests and abilities. Observation and assessment is mostly linked to planning which is flexible, responding to children's individual interests, their starting points and their capabilities. These are not always reviewed to ensure they are specific to each individual child. Children are challenged and encouraged to extend their learning as they actively explore and take delight in playing with the resources available to them. For example, they show great pleasure in exploring the dressing-up clothes. They act out roles together such as being a doctor and a policeman. Children are investigating how things work and developing skills for the future as they use programmable toys that follow sequences in order to be operated. Children's problem solving and numeracy skills are supported by the childminder who encourages them to complete puzzles and construct models using the different sized bricks to explore shape, size and colour.

Children's competency in communicating, speaking and listening are developing very well. They are eager to participate in conversations with both adults and other children and are beginning to negotiate and take turns when speaking. They enjoy having stories read to them in groups or individually. They are provided with a good selection of resources such as, pencils, crayons and a selection of painting tools that enable them to develop their mark making skills. Children also enjoy the opportunity to stick the fuzzy felt cars and planes onto maps that they have made and painted themselves.

Children are supported in developing an understanding and respect of the different cultural backgrounds of both the other children in the setting and people within the wider community. For example, the childminder and her family acknowledge and celebrate a range of cultural and religious festivals, such as the recent Passover. In addition, children have access to resources and visual images that acknowledge different cultures and people of different ability within society in a positive way.

Children are offered healthy meals and snacks that take account of any dietary requirements or allergies they may have. Some food is provided by parents. They receive fresh air and exercise every day and have lots of opportunities to visit parks and the city farm with the childminder. Children also enjoy a well resourced garden area. There are exciting plans to include children in a growing project where they will be able to grow and eat their own fruit and vegetables.

Children have formed positive relationships with the childminder and her husband who works as her assistant. They are kind, caring and responsive to the children's needs. Children develop confidence in exploring their surroundings and enjoy finding out what they can do. Children are taught about safety rules and the older children are reminded to be careful of the younger children when playing, thereby showing lots of consideration for them. Children's behaviour is managed in a calm and sensitive manner by the childminder who sets clear, reasonable and consistent limits. The children are given lots of praise and encouragement for their efforts and achievements which promotes their feelings of self-esteem and confidence.

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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