

Inspection report for early years provision

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Inspection date	21/07/2011
Inspector	Gulnaz Hassan
Type of setting	Childminder

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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.

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Description of the childminding

The childminder registered in 2010. She lives with her husband and young son. They live in a first floor flat, access is via a flight of stairs, in Newington Green in the London Borough of Islington. Children have access to all areas of the home with the exception of the kitchen.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may look after a maximum of three children under 8 years; of these, two may be in the early years age range. She is currently looking after two children in this age group. The childminder holds a recognised early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, secure and effectively safeguarded. The childminder has not completed the required childminder training, which is a breach of requirement. Children are offered a good range of interesting and stimulating activities and experiences, which promote their learning and development well. Inclusion and diversity is mostly well promoted within the setting. The childminder maintains continuous improvement through her connections with the local authority network and by keeping up to date with developments in the Early Years Foundation Stage.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- attend a local authority approved training course for childminders (Suitable people) 22/12/2011

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

- promote children's learning by considering teaching intentions and consistently linking the next steps in children's learning into planning
- promote children's understanding of diversity and inclusion by providing a wider range of activities and resources that reflect positive images of diversity and disability.

The effectiveness of leadership and management of the early years provision

The childminder has taken effective steps to safeguard children. The risk assessments in place are thorough and every journey and outing is consistently assessed for safety. The childminder's knowledge and understanding of child protection issues and procedures is good; this is matched by the extensive policies and procedures in place that further safeguard children and support her practice. There are good systems in place to promote children's good health and well-being, including steps taken to prevent the spread of infection. Medication, sickness and infectious illness procedures ensure the best interests and welfare of children and their families at all times. The required record keeping and documentation for safe and efficient practice is well maintained and meets requirements well.

The childminder uses self-evaluation effectively as a tool to reflect on her practice, recognising her strengths and highlighting areas for development and improvement. The childminder has not attended childminding training, which is a breach of requirement. However, the childminder demonstrates she has made an extensive effort to attend training and remains committed to completing the required home based carer course. Her attention to detail in most areas of her practice helps to ensure a good quality provision. A good range of equipment and play materials are fully accessible to children. Overall, the childminder works well to promote inclusion and diversity within her setting. Children are involved in celebrations from other cultures but have limited access to resources and play materials that reflect positive images of diversity and disability.

There are good systems in place to ensure that parents work in partnership with the childminder, so that they are involved and informed about their children's learning and development. Pertinent information about children's starting points and developing interests are gathered on an ongoing basis and used to inform children's learning. Communication, including daily diaries and information sheets, enable parents and the childminder to exchange information about children's learning and all aspects of their welfare. Parents speak highly of the childminder and her practice. They are particularly pleased with their children's progress in self-help skills and eating healthily. Parents are pleased with the many visits children make to local groups within the community. The childminder establishes good links and agreements 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

The childminder has a good understanding of children's developmental needs and provides a wide range of relevant and appropriate learning experiences. Young children benefit from being able to choose resources and explore freely. The childminder actively engages with children, encouraging communication and promoting learning. They develop self-confidence and personal independence

through her enthusiasm and encouragement. They have great fun playing in the well resourced environment. They enjoy dressing up with sunglasses, hats and bags. They make marks on the easel, enjoy threading, construction play and listening to stories and music. Children are encouraged and reminded to share and take turns, so learn to respect the needs of others. The childminder has a good system in place for observing children's progress towards the early learning goals. She makes regular observations of children, evaluating the learning and development that has taken place. The identification of next steps is mostly consistent in extending learning. The planning in place clearly identifies areas of learning and these are well balanced across the learning curriculum. However, planning does not include learning intentions in order to fully promote and extend children's learning; for instance, through the identification of learning goals, vocabulary and questions. The planning includes information about visits to various play groups where children take part in a wider variety of activities. Children develop their skills for the future effectively and this is supported very well by the childminder. She enjoys identifying different activities and materials to promote children's learning and curiosity in this area. She provides telephones, flashlights, torches and a range of battery and button operated equipment for children to investigate and explore. There are good opportunities for children to take part in outdoor physical activities during daily visits to children's groups and trips to the park.

Children's welfare is promoted rigorously through the implementation of detailed and effective policies and procedures. The childminder implements a number of safety measures in her home to complement the stringent risk assessments. She is attentive to good hygiene practice and her detailed procedures and practices help minimise the risk of illness and infection. Her health and safety records are well maintained and contribute to the safeguarding of all children. She emphasises the need for children to have a balanced diet. She encourages children to enjoy healthy snacks and meals with a variety of fresh fruit and vegetables. She ensures children have fresh air and exercise each day. Children are always well supervised and develop a real sense of belonging in her care. Children's behaviour is managed well. They clearly enjoy each others company and demonstrate a caring attitude towards each other.

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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