

Inspection report for early years provision

Unique reference number	133273
Inspection date	14/09/2011
Inspector	Anneliese Fox-Jones
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 has been registered since 1996. She lives with her 17 year old son, in the London Borough of Islington. The premises is a first floor flat, situated close to local parks, shops and schools. Areas available to minded children are the living room, bathroom and the kitchen. She attends local drop in groups and takes children to the local park. The childminder is registered on the Early Years Register and both parts of the Childcare Register to care for no more than three children under eight years; of these, not more than three may be in the early years age group, and of these, not more than one may be under one year at any one time. There are currently two children in the early years age group on roll. The childminder walks and uses public transport to take and collect children from local playgroups and schools. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are developing confidence and new skills. The childminder provides them with new and interesting play experiences which motivate them to learn and develop. The childminder has practical systems in place to monitor and support children's progress, thereby creating an inclusive environment where children are helped to attain individual goals. The partnership with parents promotes good channels for communication which fosters continuity of care for children. Most procedures to promote children's welfare and safety are comprehensive and in place. The childminder demonstrates a strong commitment to providing a valuable service and is interested in the importance of reflecting on her practice. She is keen to further develop her appropriate self-evaluation in order to monitor her practice and provision.

What steps need to be taken to improve provision further?

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

- ensure risk assessments take full account of all potential safety risks to children and clearly state when risks assessments were carried out, by whom, the date of the review and any actions taken following a review or incident. (Safeguarding and welfare) (also applies to the compulsory and voluntary parts of the Childcare Register)
- 30/09/2011

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

- improve risk assessments to include any assessments of risk for outings and trips
- develop further self-evaluation systems to continually assess all aspects of the provision and therefore, improve outcomes for children

The effectiveness of leadership and management of the early years provision

The childminder organises her provision well and ensures that children receive care which is safe and reliable. She maintains most documentation, which supports the efficient management of her provision. Children are protected by the childminder's appropriate knowledge of her role and responsibility in safeguarding children. Whilst areas used by the children are safe, she has yet to consider maintaining a robust risk assessment of all actions taken within the home, including assessments of risks for each specific outing and trip that children enjoy. The environment is child-friendly and supportive and gives children opportunities to become independent and develop confidence. The childminder is receptive to developing her practice through self-evaluation. She identifies how well she will target improvement and she is proactive in accessing relevant reading materials, feedback from parents and information from websites to secure development promptly. Recommendations made at her last inspection have been sufficiently addressed.

The childminder provides a welcoming environment. She organises her time and resources to ensure children's needs are met. Children enjoy a secure setting that encourages their independence because many resources are rotated around to engage the children's interests. Children's individual home backgrounds and cultures are valued within the provision as resources and activities help to promote a positive approach towards diversity and inclusion. Children are encouraged to mix with others, learn to respect others and develop friendships, regardless of their backgrounds. Children's self-esteem is boosted as they eagerly observe their pictures in their individual profiles and show delight when looking through their art work. Furniture, equipment and resources are of good quality and suitable in meeting the needs of children cared, for instance the childminder organises play materials, library books and resources so that they are inviting and conducive to learning

There are successful partnerships with parents as they are fully informed about all aspects of their children's care and progress within the setting and the two-way flow of information ensures that children's individual and welfare needs are met. Information about children's learning at home and at the setting is regularly exchanged and this enhances children's learning and development. The childminder has a good understanding and knowledge of children's starting points and ongoing interests and this has been integral in supporting children's learning and development. The childminder demonstrates a good understanding of the importance of establishing links with additional educational settings that children attend.

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

Children are happy, content and building secure relationships within this provision. They are making good progress towards the early learning goals and they show positive attitudes to learning. The childminder plans a range of balanced activities and experiences that have clear links to the areas of learning. Children are progressing well in certain areas, for instance communication, language and literacy, where children benefit from the childminder's purposeful interactions with them. Children demonstrate good standards of vocabulary and in problems solving, reasoning and numeracy, where children are counting and identifying and naming shapes and colours. The childminder knows the children and their interests well. When planning activities she takes into account the development of the children's needs. In addition to planned activities, children enjoy choosing their own play, for example, children enjoy naming dinosaurs they see in a book and visiting the local parks where they can see ducks and deer. The childminder encourages children's knowledge and understanding of the world as she answers their questions about why things happen and how things work.

Children's learning and development is monitored by the childminder's effective systems that are in place. For example, planning is detailed and takes account of the children's interests and needs. Observations and assessments are used to plan the children's next stage of learning. The childminder regularly records notes about children's activities and shares the information with parents. These are maintained in well-presented observation records. This helps to enhance children's learning experiences. Children learn to understand about diversity, differences, similarities and the wider community as a result of the childminder's good knowledge of their individual backgrounds as well as those of the wider community. Children learn to understand about diversity, differences, similarities and the wider community as a result of the childminder's good knowledge of their individual backgrounds as well as those of the wider community. The children are beginning to learn about their environment when they use local transport to visit places of interest or to commute with the childminder to and from school.

Children develop a warm bond with the childminder and this contributes to them feeling happy, safe and familiar within the setting. Children's welfare is promoted appropriately through everyday practices. They are developing a growing awareness of how to keep themselves safe as they listen to gentle reminders to be careful and the childminder explains road safety messages when they are out. Children's behaviour is managed efficiently due to the childminder's approach in promoting positive behaviour, in partnership with parents. Praise and encouragement are regularly used to promote children's self-esteem and confidence. Children's good health is promoted through providing children with regular physical play on various outings, as well as daily exercise on the way to and from school. Children learn about healthy eating practices and are encouraged to make healthy choices about what they eat. Great care is taken to prevent cross infection. Clear accident and sickness procedures are in place; these have been agreed with parents and ensure that prompt and suitable action is taken in all eventualities. Children are cared for in a clean home and they enjoy nutritious

meals, snacks and regular drinks served. Menus are organised in partnership with parents taking into account any specific requests of parents as to the suitability of meals provided.

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	3
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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Arrangements for Safeguarding Children) (also applies to the voluntary part of the Childcare Register) 30/09/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Arrangements for Safeguarding Children)(also applies to the compulsory part of the Childcare Register) 30/09/2011