

Inspection report for early years provision

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Inspector Anahita Aderianwalla

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 1997. She lives with her husband and two adult children in Holloway in the London borough of Islington. The whole of the ground floor of the childminder's house is used for childminding and there is an enclosed garden for outside play. The childminder may care for no more than three children under eight years. There are currently two children on roll in the early years age group. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder is a member of an approved childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled because of effective systems to meet their individual needs. Most aspects of children's welfare and learning are promoted successfully and they are making good progress towards the early learning goals. The childminder plans for children and undertakes regular observations and identifies next steps of learning. However, these are not always frequent enough for the childminder to fully monitor children's progress. The childminder works closely with the parents prior to the children attending and identifies some of their starting points. She assesses and evaluates her practice well to develop and improve the provision for children.

What steps need to be taken to improve provision further?

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

- develop a systematic and routine approach to using observations and assessment to plan the next steps in a child's developmental progress and regularly review this approach with parents.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of safeguarding. She knows how to effectively implement procedures to protect children if she has any concern. The childminder has robust procedures so that all adults in the home are appropriately vetted. Consequently, children are safe in the home. All required procedures and documentation are in place and records are maintained to a high standard. Regular risk assessments are carried out and all policies are reviewed so that these reflect the childminder's practice.

The home is well organised and children have access to a wide range of resources and play materials that are appropriate for their age and stage of development. For example, young children play with a sensory basket filled with mirrors, metal objects and wooden toys to explore. Children are developing a sound understanding of the world around them. They use a wide range of resources, such as books, puzzles, role-play equipment and dressing-up clothes and enjoy planned activities about many cultures and festivals. For example, they regularly attend toddler groups where they learn, for example, about Black History month; visitors dress up in colourful, national dress and children sing songs from different places in Africa. Children are valued and have a positive attitude to diversity.

Although there are currently no children who attend other early years settings, the childminder recognises the importance of working in partnership to promote children's learning. Overall, the childminder has strong bonds with parents. She maintains good communication through sharing of written and verbal information so that parents are kept informed about their children's progress. Parents are able to make written contributions to their children's records to be involved in their children's learning and development. The childminder consults with parents so that their views and suggestions are valued. Children benefit greatly because parents can leave them with ease and confidence, knowing they are safe, secure and well cared for in this nurturing environment.

The childminder has made good progress since the last inspection, addressing all previous recommendations effectively. She reviews, monitors and evaluates the provision to identify her strengths and areas for her development. The childminder is committed to attending ongoing training to further develop her skills and knowledge.

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

Children's learning and development is promoted effectively because the childminder responds well to their individual needs. The childminder works closely with parents prior to the children attending to identify their starting points. However, this initial shared knowledge does not include developmental information that will help her plan for children's next steps. The childminder plans a curriculum aimed at the children's individual needs. As a result, children are able to progress at their own speed through a varied range of activities and experiences. The childminder successfully implements the Early Years Foundation Stage framework as evidenced in a daily diary and photographs detailing what children have achieved. Her planning of activities supports the well-documented assessment and some next steps of their learning that are clearly identified. However, children are not observed frequently enough for the childminder to fully monitor and assess their progress. The childminder interacts well with the children by asking open-ended questions and extending their use of words at every opportunity. Through the wide range of planned inside and outside activities, aspects of the six areas of learning are well covered during children's play and experiences.

Children arrive happily and quickly get involved in their chosen activities with the childminder. They are motivated and interested, remaining engaged in their play for long periods. They demonstrate independence and involvement through extending their own ideas and learning. Children are developing good communication skills. They listen extremely well and talk freely. Children begin to make links between objects and pictures in books from an early age. They have good opportunities to explore and experiment in a safe and stimulating environment. The resources are stored at a low level so that all children access them freely and effectively increase their independence and decision-making skills. Children have the confidence to try new experiences and rise to challenges. For example, they solve problems as they play with a range of construction blocks and complete simple puzzles.

Outdoor play areas are well used so that children benefit from fresh air each day while extending their learning in different ways. For example, children learn about the changing seasons as they walk through parks to collect leaves; and enjoy having hot chocolate drinks in cafes. Children show a clear understanding of how to keep themselves safe and are able to explain about road safety and stranger danger. Children learn about the importance of healthy eating through discussions and activities as part of the routine. They enjoy an extensive range of fresh, hot and cold snacks and meals that are prepared by the childminder. Children behave well. This is because the childminder has a consistent approach to behaviour management, so that all children know what is expected of them. She focuses on the positive aspects of children's behaviour and offers praise and encouragement to recognise their efforts as they tidy away the resources.

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	3
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

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