

Inspection report for early years provision

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Inspection date	12/10/2011
Inspector	Arda Halls
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 was registered in 1992. She lives with her husband and adult son in the London Borough of Hackney. The whole of the fourth floor flat is used for childminding and is accessible by lift. There is no garden, but children are regularly taken to local parks. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children under the age of eight years at any one time; of these, three may be in the early years age group. She is currently minding five children under five years and three children aged from five to eight years on a part-time basis. The family has a cat as a pet. The childminder walks to local schools to take and collect children. She attends local drop-in groups, a wildlife centre and the public library. The childminder is currently working on an accreditation course through the local authority. She is a member of an approved childminding network but is not yet in receipt of funding for nursery education for three- and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder offers an inclusive environment, where all children settle to be secure and happy with their needs effectively met. Overall, children make consistently good progress in their learning and development. The welfare and safeguarding of children are fostered effectively. Partnerships with parents and others promote good quality learning and care. The childminder engages in extensive self-evaluation. She has an accurate understanding of the strengths and weaknesses of the setting and takes effective steps for continuous improvement.

What steps need to be taken to improve provision further?

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

- improve the record of risk assessment so that it includes information on who conducted it, date of review and any action taken following a review or incident. (Documentation)

26/10/2011

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

- improve the use of assessment to plan the next steps in each child's developmental progress through a balance of child-initiated and adult-led play-based activities.

The effectiveness of leadership and management of the early years provision

Children are consistently safeguarded and protected as the childminder follows clear policies, strategies and procedures. As a result, concerns are identified and responded to effectively. The childminder is actively involved in assessing risks to reduce hazards for children. However, her records do not show who conducted the risk assessments. This is a breach of a specific legal requirement. Robust steps are taken to safeguard children in and out of doors, including use of furniture, toys and equipment that are safe and suitable.

The childminder actively promotes equality and diversity. As appropriate, she takes good account of all children's progress, including those in minority ethnic groups and those with special educational needs and/or disabilities. An effective complaints procedure is in place, and parents are informed how they may contact the regulator. Relationships with parents are well-established, and they are frequently asked for their views on decisions about their children. Parents are provided with good quality information about the provision and are able to discuss their child with the childminder on a daily basis. Children's starting points are clearly recorded, using information which parents provide at their initial meetings. This means the childminder works consistently in partnership with parents to meet each child's needs.

The childminder works well in partnership with others. She regularly attends the local children's centre and has strong links with other professionals, such as the resident health visitor, speech therapist, special needs coordinator, dietician, and family support worker. She is proactive in making links professionally, for example liaising with the local authority to support children currently in her care. Resources are good and support children's learning and development effectively. Outcomes for children are clearly attributable to the good use of resources. For example, the rocking chair is imaginatively used to support a 'tent house' and a collection of sunglasses greatly stimulates children's interest and learning. The childminder understands the importance of resources and the environment being sustainable. She encourages children to take part in tidying up and to treat toys with respect so they are not broken. Children also benefit from visits to drop-in centres, where they explore a wider range of interesting, stimulating toys and resources.

The childminder evaluates her setting accurately with the support of parents. She has effectively addressed recommendations from the previous inspection so that outcomes for children are improved. The childminder is ambitious regarding the childminding service she provides. She shares her plans for the future with other adults, and this helps her to develop ideas successfully. Steps for improvement are consistently reviewed. For example, she strives to keep up with new guidelines from Ofsted, and she is pursuing accreditation as a childminder.

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

The quality of children's learning and their progress towards the early learning goals in relation to their starting points is good. As children sit playing with dolls, they engage with one another frequently so that the play is lively and interesting. They are active learners and progress in all areas of learning is successful. The childminder records their progress using colourful photographs and concise observations, in which areas of learning are clearly identified. However, the assessment is not fully used to plan each child's next steps through play-based activities. Children learn a wide range of skills for the future. Their progress in communicating, literacy and skills relating to information and communication technology is good. For example, they explore the meanings of words such as 'ballerina' by asking questions and listening to the childminder's explanations. They learn about numbers as they talk about their lunch. They effectively develop their ability to solve problems, for example learning that some glasses make things look big.

Children are secure and develop a sense of belonging. They relax as they play, confidently interacting with one another and with the childminder. Children gain a good understanding of how to keep themselves safe. They know not to go in the kitchen unless invited and supervised. As the lounge floor is sometimes slippery, they remove their socks or tights and talk about getting non-slip socks to use on laminated floors. Children gain a good understanding of healthy lifestyles. They consistently make choices of healthy foods and drinks. They are consulted about lunch times and agree they are not hungry yet after enjoying a mid-morning snack of toast and a drink. They are lively as they jump up to wash before eating, and they know to wash again when their fingers are sticky after lunch. They discuss where to go for a walk and look forward to running about in the park for fresh air and exercise.

Children behave well. They are friendly with one another, showing respect for each other as they play and consistently share their toys, including dolls and a tiny flask. Children enjoy talking about their families, speaking affectionately of grandparents and their pets. They discuss travelling to the countries they come from and accept each other's differences. They are enthusiastically supported to celebrate different festivals and experiment with different foods to bring the celebrations to life.

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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