

Inspection report for early years provision

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Inspection date	09/11/2011
Inspector	Christine Bonnett
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 2000. She lives with her husband, mother and two adult children in Kentish Town, in the London Borough of Camden. She lives in a basement flat and uses the lower ground floor for childminding. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of three children under eight years at any one time, all of whom may be in the early years age group. She is currently minding two children in this age group. She is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has an effective working relationship with parents. She ensures that she is fully aware of the individuality of each child and knows how to meet their specific needs appropriately. Overall, she has a good knowledge of the learning requirements of the Early Years Foundation Stage and understands how to implement them in her practice. This means that children make good progress in their development. The childminder is fully committed to continuously developing her practice to improve outcomes 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 clearly plan the next steps in a child's developmental progress and regularly review this approach.

The effectiveness of leadership and management of the early years provision

Safeguarding children is given high priority. The childminder has attended a safeguarding refresher course to update her knowledge of child protection matters, including how to report concerns. Detailed risk assessments of her home and garden clearly identify potential safety hazards and how they are managed effectively. All outings are also fully risk assessed to protect children from harm.

Members of the childminder's family living in the home have also had the required suitability checks. All the documents and records necessary for the safe and efficient running of the practice are maintained. Children are encouraged to learn how to keep themselves safe. For example, they are able to say how and where to cross roads safely and learn how to handle scissors without endangering themselves or others.

The childminder reflects upon her practice with the children, and she appreciates the value of building upon her existing skills and knowledge. She identifies areas that she needs to improve and takes appropriate steps to address them. For example, she has recently reorganised and improved the quality of her records and policies. She has also reassessed her play materials to ensure they meet the needs of the children currently attending. As a result, she has acquired some additional items. Her plans for the future include developing a planting area for the children in the garden. This is to enable them to grow vegetables to support their understanding of the natural world and healthy eating.

The childminder engages well with parents to ensure the children's well-being is promoted appropriately. The 'All about me' forms completed at the beginning of an arrangement supply the childminder with a wealth of relevant information. This is used to successfully settle the children and meet their needs. Verbal updates happen every day between the childminder and parents. This is to ensure all important news and information is exchanged. Questionnaires are used to gauge the views of the parents and involve them in decision-making. The childminder welcomes their feedback about her service. The childminder periodically prepares milestone charts for each child, which she gives to their parents. These are a summary of the child's progress over recent months and can be used by parents to support their child's learning at home. Written comments supplied by parents as part of the inspection process state that the childminder is supportive and caring, and that she provides a stimulating environment for children. The childminder is also aware of the importance of working closely with other agencies or settings involved with the care or education of the children. This further supports their well-being and development.

Equality and respect for diversity are promoted. The childminder enables children to develop respect and understanding of their own and others' cultures. For example, she has play figures, puppets and books that reflect positive images of diversity to help children learn about the world around them. She also ensures all children are fully included in the play sessions by giving each one individual attention. She provides resources appropriate to their age and understanding. A wide range of play materials is available for the children to enjoy. Children's independence is promoted. They have ready access to the toy boxes and select items of their choice. All toys and equipment are clean and in good condition.

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

Children have fun and enjoy their play. The childminder uses the children's interests to help them learn. For example, toy aeroplanes are lined up, counted and their colours discussed. This is to support problem-solving and numeracy for children who particularly enjoy playing with planes. Books and story times are also favourites. Children enjoy sitting with the childminder for a story or going to the library for Rhyme Time. The childminder asks children questions to promote vocabulary and thinking. The childminder believes that knowing how to use information and communication technology is a vital part of today's essential life skills. Consequently, she enables older children to learn how to operate children's computer programs. Younger children make good use of activity centres and other programmable toys. The childminder observes the children as they play and assesses their stage of development in each of the learning areas. Photographs are used to illustrate the observations. The childminder knows the children well and provides learning experiences to foster development. However, there is no systematic approach in place to show how the next steps in children's learning are identified or how they are implemented.

The childminder encourages children to adopt healthy lifestyles. All children wash their hands at appropriate times, such as before eating, and older ones understand why this is necessary. The childminder provides nutritious meals and snacks that suit their dietary needs. Fresh fruit and vegetables are routinely included on the menu. Children are encouraged to drink plenty of fluids to prevent them becoming thirsty. The childminder helps children learn which foods are good for them by playing games with large soft toys in the shape of vegetables. Children enjoy plenty of opportunities to benefit from physical exercise in the park and back garden. They also walk to the nearby city farm, where they have fun seeing the cows.

Children are relaxed and settled because they learn what is expected of them. The childminder applies her house rules consistently. This enables children to develop a sense of belonging and security. She gently helps them understand the importance of sharing, taking turns and being kind to each other. The use of good manners is also promoted. Children respond warmly to the care they are given. They show that they feel safe with the childminder. They enjoy her interactions as they play and happily sit on her lap for a cuddle.

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