

Inspection report for early years provision

Unique reference number	EY420296
Inspection date	27/09/2011
Inspector	Catherine Greene
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.

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 2011. She lives with her husband and two sons aged 10 and one year. They live in a three bedroom house in Hackney, London. The entire downstairs of the house is used for childminding. There is a fully enclosed rear garden area available for outside play. The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. She may provide care for a maximum of five children at any one time, of whom two children may be in the early years age group. There are currently three children on roll; two are in the early years age group and one is aged seven years. The family has a dog.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a caring environment for children where they are encouraged to make steady progress in their learning and development. There are many positive policies and procedures in place which help to support aspects of children's individual needs including safeguarding procedures. The childminder has made some sound progress since being registered and has established very positive partnerships with parents, although her resources do not fully reflect a diverse society. Her knowledge of the requirements for registration is limited and this has affected her ability to self-evaluate her provision.

What steps need to be taken to improve provision further?

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

- improve systems of self-assessment in order to review and assess practice and improve knowledge of the welfare requirements
- increase available resources to support children's awareness of diversity through everyday play

The effectiveness of leadership and management of the early years provision

The childminder has secure knowledge and understanding of child protection processes. She has a range of guidance and knows what to do in the event of a concern. She has developed records, policies and procedures to cover most aspects of the Early Years Foundation Stage and to support children's well-being.

The childminder is caring for more children than her conditions of registration allow. This is an offence unless the provider gives a reasonable excuse. On this occasion the provider did so and Ofsted does not intend to take further action. The childminder has competent risk assessments in place to support the safe management of the children's environment and to ensure that all resources and equipment are safe and fit for purpose. The home is generally well organised to promote children's independent learning. However, her resources that encourage children to develop a positive attitude towards diversity are limited.

The childminder demonstrates an awareness of the benefits of developing effective partnerships with other professionals and early years settings. She supports all children to ensure they are equally included and makes good use of the specialist advice and activities provided at local Children's Centres. She is very dedicated to encouraging children while they play, giving them her undivided attention. Children with English as an additional language have their home languages valued, as the childminder liaises closely with parents to gather key words. Parents greatly value the service provided by the childminder. The secure partnerships developed with parents and other professionals help support children's continuity of care.

The childminder demonstrates a positive approach to further developing outcomes for children by seeking support from the local authority. She has a limited knowledge and understanding regarding her conditions of registration and the welfare requirements which restricts her ability to improve outcomes for children. She is yet to develop a robust self-evaluation system to reflect on all aspects of quality.

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

Children are happy and enjoy their time as they play together with the childminder. They receive good attention and have developed strong attachments with the childminder. She has a sound knowledge and understanding of how children learn and develop. This enables her to organise resources to provide choice and stimulation for children in order to help them have fun as they progress.

The childminder is currently developing her planning and assessment systems which are focused on the individual child. Children have good opportunities to explore their environment independently. They enjoy initiating some activities, such as choosing to paint at the easel or taking part in role play activities with small world animals. The childminder encourages children to participate in adult-led activities, such as creative and messy play. Children engage for long periods of time with these activities. Creative play is particularly popular with all children as they explore a variety of both natural and man-made resources.

Children confidently build using construction bricks as they are fully supported in

their play by the childminder. This encourages them to develop problem solving skills as they need to observe the different shapes and sizes of bricks to see if they can make these fit together. They have lots of opportunities to enjoy books and to listen to stories. They also participate during singing sessions at the local library. The children listened to the childminder reading a story before lunch, and were thoroughly absorbed in the story.

Children's overall welfare is promoted through many positive practices, including the importance of teaching children about their bodies and how they need to keep clean and healthy. Children are offered healthy meals and snacks, which are freshly prepared by the childminder. They enjoy fresh air and exercise as they are taken daily to the park and local Children's Centres. They also enjoy free flow play in the childminder's garden. They enjoy learning new physical skills, such as riding small wheeled bikes and practising ball skills.

Children are developing an understanding of dangers and how to stay safe as they are supported to move about their environment responsibly. They show that they feel secure as they interact with the childminder and approach her for support and attention. Children mainly display polite and cooperative behaviour. They are encouraged to have good manners and to learn why it is important to take turns and share with their friends. They are learning through planned activities, and by joining in with local community celebrations, about the different beliefs and values of those within the wider community.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
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	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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