

Inspection report for early years provision

Unique reference number	156478
Inspection date	17/11/2011
Inspector	Julie Biddle
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 1980. She lives in three bedroom maisonette in the London Borough of Camden. There is an enclosed outdoor play area.

The whole house is used for childminding with the exception of one bedroom. Children have access to a play room, the living room, kitchen/dining room and a bedroom. The childminder works with her daughter who is her part-time assistant.

The childminder is registered to care for a maximum of six children at any one time, three of whom may be in the early years age group. There are currently five children in the early year who attend for a variety of sessions. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder has a minibus that she uses for outings and to take and collect children from school

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very settled and secure. Good quality systems are in place to ensure that their individual needs are well met. Children make good progress in all areas of learning because the childminder has a good understanding of how they learn and develop. Overall systems for observation and assessment are good. Partnerships with parents are effective and benefit the children because relevant information is shared. The childminder has implemented an effective system to self-evaluate her setting and demonstrates a clear commitment to continuous improvement.

What steps need to be taken to improve provision further?

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

- update the record of risk assessment to include any assessment of risks for outings and trips
- develop the systems for observational assessment, to further promote children's next steps in learning.

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively because the childminder has a clear knowledge of child protection procedures. She recognises the signs of abuse, can

take prompt action and she has the appropriate contact details for the relevant agencies, should she have any concerns about a child in her care. The childminder has devised written policies and procedures that underpin her work with children and her childminding service. Children are relaxed in the home and the childminder places a high priority on safety. She has, for example, practised specific evacuation of her home with the children; through practical demonstration the children have learnt how to respond to a bell ringing. The childminder ensures all safety measures are in place and has completed written risk assessments for the home. She has not completed written risk assessments for outings. However children are encouraged to develop an awareness of their own safety, when out and about with the childminder who, through discussion and good practice, makes them aware of road safety.

The childminder works in partnership with parents effectively, sharing information regularly to maintain a two-way flow of information. The childminder places great value in ensuring that parents develop a sense of belonging to the setting and have a say in the care and well-being of their children. When a child is placed in her care, the childminder gathers all information from parents regarding the child's individual needs. Effective settling-in arrangements help to ensure that children are happy to be left with the childminder. She is aware of the benefits of establishing and maintaining positive links with other professionals involved in the care and education of the children.

The environment is well resourced and well used to provide children with choices about where and with what they wish to play. The carefully considered use of the resources completely supports the children's learning and development. The planning of activities is flexible and develops through the individual interests and play preferences of the children. This ensures that children benefit from a good balance of child-initiated and adult-led activities. The childminder has a good range of written policies and procedures in place, which she shares with parents. All children are welcomed into the setting and enjoy all the activities and experiences on offer to them. Trips in the local community and creative activities mean children are encouraged to develop an understanding of their own community and that of the wider world.

The childminder has a good understanding of the requirements of the Early Years Foundation Stage. As a result, children are very well cared for and effectively supported. The childminder plans a range of interesting activities and regularly carries out observations on the children to assess their progress. The childminder knows the children very well and is able to describe their personalities, likes and dislikes. Systems for recording observations are in their early stages; however the childminder is committed to developing this process.

The childminder is committed to continuous improvement and has attended training to update her knowledge and skills, including first aid. The childminder regularly reflects on the service that she provides and has completed a self-evaluation form that accurately reflects her work with children and sets realistic targets for future developments.

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

Children are cared for in a happy, welcoming and stimulating environment where they are encouraged to be independent learners. The home is very inviting and children's work and photographs are displayed, providing them with a strong sense of belonging. The childminder's knowledge of each child's preferences means that their individual progress is consistently good in relation to their starting points. Children are beginning to learn how to show consideration for others, to share and to be kind to each other. The childminder praises the children for their efforts and good behaviour, which means they feel good about themselves.

Children have formed positive, happy relationships with the childminder and her assistant. They are completely relaxed and settled. This enables them to make good progress in their personal, social and emotional development. The children are particularly delighted when the childminder reads stories to them. They snuggle up as they lift flaps to discover objects in the story.

There is much laughter as games and activities develop throughout the day. Children are keen to join in problem-solving activities, such as posting shapes and are really pleased as they find the right hole for the shape. In addition they build towers looking at the colours of each beaker as the tower gets higher. There is lots of laughter as the tower falls over. Many opportunities are provided for children to develop their creative skills through a range of craft activities, such as, painting, cooking and drawing. A variety of books, paper and crayons are readily available to help develop their early literacy and writing skills.

Children also learn about the environment. They are developing their understanding of the natural world and enjoy planting seeds and watching them grow. Children also benefit from a variety of activities outside the childminder's home. They frequently go for walks around the local community, they play in local parks and they are provided with plenty of opportunities to socialise with friends. In addition children visit local farms where they learn how to care for animals. Children are learning to respect each other and have access to a variety of creative activities to celebrate special events in their lives. Children become aware of healthy eating and good hygiene practices through activities and daily routines. Children receive a variety of healthy meals and their individual dietary needs are established on admission. Children are reminded to wash their hands before eating. They are well cared for if they have an accident and there are effective procedures in place to protect them from illness and infection. Children develop their physical skills through a range of outdoor activities. They play in the well-resourced garden on a regular basis, where they benefit from a good range of toys and equipment which help to foster their good health.

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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