

## Inspection report for early years provision

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<b>Unique reference number</b>	156490
<b>Inspection date</b>	24/01/2012
<b>Inspector</b>	Arda Halls

<b>Type of setting</b>	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 2001. She lives with her husband and two children aged 18 and 14 years in Tufnell Park in the London Borough of Islington. The whole of the ground floor of the maisonette flat is used for childminding which is accessible by a short flight of stairs. There is a communal garden for outside play and children are regularly taken to the local parks. The childminder is registered on the Early Years Register and the compulsory and voluntary Childcare Register to care for a maximum of six children at any one time and is currently minding one child under five on a part-time basis.

The childminder walks to local schools to take and collect children. The childminder attends the local drop-in groups and the public library. The family has three cats as family pets. The childminder is a member of the National Childminding Association.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The childminder meets the needs of all children recognising the uniqueness of each child. Children are consistently supported so that no group or individual is disadvantaged. All children make good progress in their learning and development and children's welfare is actively promoted. Partnerships in the wider context are used to promote good quality education and care. The childminder self-evaluates her service and has an accurate understanding of its strengths and weaknesses. She demonstrates a clear capacity for sustained improvements.

## **What steps need to be taken to improve provision further?**

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

- provide opportunities for children to learn from the earliest age to value diversity in others and grow up making a positive contribution to society

## **The effectiveness of leadership and management of the early years provision**

The childminder demonstrates a high level of commitment to promoting children's safety. Arrangements for safeguarding children are robust and the childminder has a good understanding of identifying children at risk of harm and how to liaise with the appropriate child care agencies. Children are effectively cared for in an environment that is safe and supportive.

The childminder communicates an encouraging vision for her childminding service. She plans for the future to improve outcomes for children by considering the

targets she sets and recognising what is realistic but challenging. The childminder is fully aware of the impact that changes have on the setting and how it affects individual children. She considers how well plans and policies are implemented and reviewed.

Outcomes related to children's progress in relation to their starting points are exceptional. Equipment and resources are of high quality and suitable to all age groups. Resources are used extremely well to achieve the planned goals in learning and development. Outcomes are clearly attributable to good use of resources. The environment is safe and well cared for which is conducive to learning. Children learn well as a result of the setting they are in. The childminder consistently takes steps to ensure that resources and the environment are sustainable.

The childminder is improving outcomes for children and taking effective steps to close identified achievement gaps. For example she provides opportunities in which both girls and boys may take part; toys are not related to gender. The development of children in relation to their starting points is good. Adults have a clear knowledge of each child's backgrounds and needs. However, resources and opportunities to promote diversity are not readily available. This means children do not benefit from learning about their own culture.

The childminder maintains highly positive relationships with parents and carers that help to ensure children's needs are well met. Parents and carers are asked for their views which are used to inform important decisions about the provision. The childminder keeps parents well informed about their children's achievement, well-being and development. This effective liaison between parents and the childminder contributes to improvements in children's achievements.

The childminder liaises with external agencies and other providers to establish good working relationships. Effective communication means that information is regularly shared and individual children are well supported.

The childminder describes how she evaluates the service she provides and how she addresses recommendations from the previous inspection to safeguard children. The childminder expresses an interest to do more training and provide more resources to help children learn more effectively about diversity. The childminder recognises the benefits of having parents and carers contribute to the self-evaluation as it improves the outcomes for children. The childminder keeps up to date with regulations, checks that the environment is safe at all times and thus demonstrates a strong capacity to improve.

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

Children make significant gains in their learning as they play independently and with the childminder for considerable periods of time. They make excellent progress in relation to their capabilities and starting points. Children experiment

enthusiastically with activity centres and pop-up toys examining them with great interest. They examine picture books and actively enjoy stories that the childminder reads.

Children are beginning to behave in ways that are safe for themselves. They understand some hazards such as not bothering the cat or crawling onto the settee. They sit patiently in the high chair as their harness is fastened and their food is prepared for lunch. They lift their arms when it is time to get out of chair. They know what is expected of them. They show they feel safe and are confident to interact with adults.

Young children are extremely content and settled because their individual health, physical and dietary needs are met to an exceptional standard. There are substantial opportunities to engage in a wide range of physical activities as they move about to music on the rug and explore a wide range of musical instruments. Extensive outings are arranged on a daily basis where they experience significant outdoor activities while they benefit from playing in fresh air.

Children display a strong sense of belong and security in the childminder's home. They appear happy and settled showing good levels of self-esteem. They build strong relationships with the childminder and with other children when visiting local drop-in provisions in the community. Their behaviour is very good and they are beginning to show an interest in helping in the childminder's home, for example when tidying up before lunch.

Children play extremely well within the childminder's home applying skills appropriate to their age in communicating, literacy, numeracy and information and communication technology. They are active, inquisitive and independent learners as they show curiosity in everything around them. They are well equipped with fundamental skills they use to extend their learning. They are developing a considerable understanding of the world through play.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	1

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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