

Inspection report for early years provision

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Inspection date	09/02/2012
Inspector	Catherine Greene
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 registered in 2000. She is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The childminder is registered to care for a maximum of two children under eight years at any one time and of these one may be in the early years age range. There are two children in the early years age group currently on roll. The childminder lives with her two children, one adult and one young child, in the London Borough of Camden. The whole of the childminder's flat is used for childminding. There is an enclosed garden available for outside play. The family has three dogs.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder builds positive relationships with parents and gathers information about children's development and individual needs. This two-way flow of information supports most aspects of children's learning well. The childminder offers an inclusive environment and plans activities that are linked to children's interests and abilities. As a result, children make good progress in their learning. The childminder reviews her childminding practice and has developed effective systems to continue to improve the quality of provision for children. The childminder promotes all aspects of children's welfare effectively.

What steps need to be taken to improve provision further?

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

- develop systems to enable parents to contribute to their child's learning and development record so that they can share in their child's progress.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a strong understanding of safeguarding children and has attended training in child protection. She is able to describe effective procedures to follow in the event of a concern regarding children's welfare. She completes thorough risk assessments on all aspects of the home, garden and any outings she takes the children on. Effective daily safety checks support her in providing a safe and secure environment for children.

The childminder implements good systems to monitor and evaluate her provision. She reflects on children's activities and play to evaluate whether they have enjoyed themselves and made good progress. She invites parents to share any ideas or concerns they may have and encourages them to take their child's records home

to read. Their contributions are not yet contained in the learning profiles to enable them to share more fully in their child's learning.

The childminder has a positive attitude and welcomes input from the local authority. She is enthusiastic and keen to develop her understanding about observing and assessing children's progress. She attends training to support her ongoing learning in this area. This demonstrates an example of her strong capacity to maintain improvements.

There is a good range of resources for children, which provide them with plenty of choice. Children are confident to choose independently from a range of toys displayed on low-level shelving. Children are learning to respect and value others and there are plenty of resources providing positive images of many aspects of our diverse society.

The childminder develops positive relationships with parents and provides them with opportunities to talk about their child's progress and the care they receive. The childminder is skilled at developing partnerships with other practitioners at nurseries that the children also attend. She is aware of the value of this partnership for children's on-going learning and development.

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

Children are cared for in a welcoming and nurturing environment. The childminder encourages children to build positive relationships. This helps them to develop confidence and make good progress in their learning and development. The childminder uses her knowledge of the children to plan enjoyable activities to support their learning.

Children enjoy exploring creative and sensory play. They really enjoy playing in the low-level sand tray in the kitchen. They feel the texture and concentrate as they dig and make shapes. The childminder extends their learning and enjoyment by adding water that changes the texture of the sand and makes the shapes more solid. Children learn about words, numbers and problem solving through books and rhymes. The childminder reinforces their understanding by counting everyday objects and reading to them. Consequently, children are developing a broad range of skills for their future learning. Children are encouraged to explore their environment using all their senses.

The childminder provides messy play such as corn flour and finger painting to enable the youngest children to be involved. The childminder is sensitive to children's individual needs recognising when they are becoming tired, giving them cuddles and reassurance. She remains close by to enable them to feel very secure. Children develop their creative skills through role play; the childminder knows when to join in the children's play and when to sit back and let them develop their own ideas.

Children benefit from healthy and nutritious snacks provided by the childminder. They enjoy playing in the fresh air daily during walks to the playgroups, local library and parks. They are developing a good understanding of how to live a healthy lifestyle. Children are learning about safety through discussion. When they play in the garden and go out on walks the childminder talks to them about keeping safe. Children are very settled and secure and behave very well. The childminder is a calm and positive role model in the way she interacts with them.

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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