

## Inspection report for early years provision

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<b>Unique reference number</b>	EY435681
<b>Inspection date</b>	13/02/2012
<b>Inspector</b>	Seema Parmar

<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.

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## **Description of the childminding**

The childminder registered in 2011. She lives with her two children aged 10 and 12 years. The premises is a first floor maisonette situated in Archway, in the London Borough of Islington. The whole of the premises is used for childminding and there is a fully enclosed garden available for outdoor play. Access into the premises is via a staircase. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for six children under eight years at any one time; of these, three may be in the early years age range. There are currently three children in the early years age range on roll. The childminder offers care to children over five years to 11 years. The childminder walks/drives to local schools to take and collect children. She attends the local children's centre and toddler groups.

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

Overall the quality of the provision is satisfactory.

Children are happy, secure and enjoy their time with the childminder who creates an inclusive environment. The childminder demonstrates that she has a growing awareness and understanding of the Early Years Foundation Stage. The systems for observing, planning and assessing are still very much in their infancy. Secure partnerships with parents and others, ensure that children's individual needs are catered for. However, the childminder has yet to fully involve parents in their child's continuous learning and assessment. Self-evaluation is in the early stages and does not fully identify the childminder's strengths and areas for development. The childminder demonstrates a suitable capacity to make ongoing improvements to her service.

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

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

- analyse observations and effectively link these to plan for children's next steps in learning to highlight their achievements
- involve parents as part of the ongoing observation and assessment process
- develop systems of reflective practice and self-evaluation to identify the setting's strengths and priorities for development.

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

The childminder demonstrates a sound knowledge of child protection procedures, in line with the Local Safeguarding Children Board guidance. She understands her responsibility to protect the welfare of the children. The childminder pays sound

attention to the aspects surrounding safety, as she carries out visual checks daily and has records of risk assessments in place for indoors, outdoors and for outings. Children learn about how to keep safe in the event of a fire as they practise evacuation drills. The childminder has suitable records, policies and procedures, that underpin all aspects of her day-to-day practice.

The childminder organises her home and play resources well to encourage children's independence. For example, children choose from a suitable and stimulating range of toys that are presented within their reach.

The childminder is very much in the early stages of reflecting on her practices. The childminder is in the process of completing a home based childcare course, as prescribed by the Statutory Framework for the Early Years Foundation Stage (EYFS). The childminder further demonstrates her commitment to attending other training course to improve her knowledge and understanding of working with children within the EYFS framework. Thus demonstrating a capacity to improve outcomes for the children and families she works with.

The childminder ensures she provides an inclusive service for children, as she obtains sufficient information about the individual needs of each child. For example, she finds out children's likes and dislikes, dietary requirements or allergies, so they receive the appropriate care and support. Children are beginning to gain an awareness and understanding about diversity, as they participate in activities relating to Chinese New Year, Black history month and St Valentines Day. This creates an inclusive environment that encourages children to feel a sense of belonging and promotes their self-esteem. The childminder demonstrates, through discussion, that she has developed links with the local pre-school where the children attend, in order to promote their continuity of care and learning. For example, she follows home learning themes that are given out to children to continue what they are doing at nursery and school.

Partnerships with parents are suitably promoted. Children's emotional well-being is nurtured, as the childminder gathers detailed information about their development when they first start, as well as any specific requirements to support their welfare and routines. Children benefit from daily close communication systems between parents and the childminder. However, the childminder has yet to develop effective ways for parents to become fully involved in their child's continuous learning and development. Written feedback from parents describes the childminder's environment as 'a positive and happy environment' helping them to develop into confident and self-assured children. The parents go on to describe the childminder as 'caring, warm and attentive.'

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

Children are happy and enjoy their time with the childminder. The childminder has a growing awareness and understanding of the learning and development requirements. Systems for observing, planning and assessing children's learning and development are very much in the beginning stages. The childminder is beginning to keep a scrap folder with photographs of children and some observations. However, the childminder has yet to analyse these, to plan for children's next steps in learning.

The childminder spends much of her time with the children, sitting and supporting their play experiences. Conversations between the childminder and the children encourage them to develop their communication and language. Children are learning to identify letters of the alphabet and are developing their early writing skills using a range of writing materials, such as pencils, crayons and paper. Children are developing their problem solving skills when completing simple jigsaw puzzles and are learning to count, match and recognise numbers, shapes and colours during practical activities. Children enjoy looking at books for pleasure. Older children nurture and encourage the younger children as they enjoy looking at and reading stories together. Children enjoy a suitable range of creative activities such as painting, sticking and gluing using a variety of arts and crafts materials to create their pictures. In addition, children enjoy exploring and investigating the textures and create shapes using clay. Children learn the importance of sharing and taking turns as they play a magnetic marble game; they show patience as they wait their turn and express joy as they win. Children show they are confident and understand very well the importance of tidying up after they finish playing and show good manners as they learn and understand the importance of saying 'please' and 'thank you'. Children learn about the local community as they have regular visits to the local children's centre, toddler groups, toy library and music groups. These play a key role in extending children's social skills, learning and play experiences. Children have a fun time as they learn through play and develop positive attitudes to learning. As a result, this prepares them well for the future.

Children are beginning to adopt healthy lifestyles. Children have regular opportunities for fresh air and exercise as they visit the local parks and use the play apparatus to promote their physical skills. The childminder provides healthy and nutritious snacks and meals in line with the children's individual dietary requirements. Children learn appropriate hand washing practices to prevent cross infection. The childminder holds a valid first aid certificate, which equips her to deal with minor injuries. The childminder has appropriate systems in place to record accidents/incidents and any medication to safeguard and promote the welfare and well-being of the children in her care.

Children learn the importance of how to keep safe and be safe. For example, the childminder uses everyday situations to explain to them about road safety by being alert and to stop, look and listen. The childminder is a good role model who uses story time to explain to children the virtues of being patient when waiting in a queue at the supermarket or waiting for a bus. The childminder has a calm and friendly manner, which promotes a relaxed and positive environment for all children. She promotes the children's self-esteem by providing positive support, praise and encouragement for their efforts and achievements.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	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	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	3

### 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>	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	3
The extent to which children make a positive contribution	2
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

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