

Inspection report for early years provision

Unique reference number	133297
Inspection date	23/02/2012
Inspector	Liz Corr

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 registered in 1996. She lives with her husband and three children in a house in the N1 area of the London Borough of Islington. The whole of the ground floor is used for childminding. A garden is available for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of six children under eight years at any one time. She is currently minding five children in the early years age group, some on a part-time basis. The childminder is a member of her local Childminding Network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are securely settled in the childminder's care, where overall, their welfare, learning and development needs are well met. Most aspects of partnerships with parents are good and provide consistency for each child. There are very effective systems for working in partnership with others. The childminder is committed to updating her professional knowledge and making improvements to her service, using her developing systems for self-evaluation. This is an inclusive setting, where the childminder identifies and provides for children's individual needs and interests.

What steps need to be taken to improve provision further?

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

- provide further opportunities for parents to contribute to the learning records and support children's learning at home
- extend systems of self-evaluation to analyse the effectiveness of the provision and to further raise aspirations for improvements.

The effectiveness of leadership and management of the early years provision

The childminder has a secure understanding of her role in safeguarding children's well-being. She has clear procedures for reporting any child protection concerns to the appropriate agencies. Children's safety, both in the home and on outings, is carefully considered, using the process of risk assessment. Consequently, children play safely in the home and are transported safely on outings. Documentation is maintained to a good standard for each child, and policies and procedures are shared with parents, which enables them to be aware of her responsibilities as a childminder.

The childminder assesses the effectiveness of her practice informally and continually checks how the children respond to activities. She is committed to regularly updating her professional knowledge and is currently undertaking a degree in Early Childhood Studies. This helps her improve her practice and the outcomes for children, although she has not yet developed a formal system of self-evaluation.

The childminder provides a service that is inclusive for all children. She is experienced in identifying and supporting children with additional needs. She has secure systems for working in partnership with other professionals. This ensures that children receive appropriate support for their learning, development and welfare needs. Furthermore, the childminder is skilled in observing and extending play opportunities for children's individual interests. The environment is child-friendly, with good quality toys and resources stored in large baskets. Additionally, children enjoy free access to a wide range of role-play resources, books and puzzles. Outside, children learn to use push-and-pull toys and have lots of opportunities for physical play, as photographs clearly demonstrate.

The childminder is committed to working in partnership with parents. She provides regular opportunities to exchange information about each child's progress. Daily discussions take place, as well as sharing written information about children's interests and progress. Development profiles are shared regularly with parents. The childminder provides opportunities for parents to contribute to children's profiles and diaries. However, this is not yet fully developed to enable all parents to continue children's learning at home.

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

The children have formed a genuine bond with the childminder. They benefit from a secure settling-in period adapted to their individual needs. The childminder provides positive interaction with each child, sitting at their level ensuring they can communicate with her easily, and she is skilled at understanding their verbal and non-verbal communication. Children enjoy opportunities to sit on the childminder's lap as they read books together, and she provides good attention for each child ensuring they are included. This encourages their appreciation of stories and rhymes and they independently choose books for her to read to them. They are becoming familiar with words from their favourite books and are pleased when the childminder responds positively to their new skills. Their emerging language is well supported because the childminder praises them for all their efforts during singing sessions. The children respond positively to learning new words and enjoy repeating them with the childminder. While sharing a book about different textures, they thoroughly enjoy practising new words to describe different textures in the book, such as prickly, scratchy and itchy. The childminder has a secure knowledge of the Early Years Foundation Stage framework. Children are making good progress towards the early learning goals because the childminder plans

activities around their individual interests. The childminder has appropriate systems for recording their developmental progress using profile records and daily dairies.

Children have good opportunities to develop their physical skills and enjoy the fresh air. They have daily opportunities to play outdoors because they attend several well-resourced drop-in groups. They thoroughly enjoy spontaneous opportunities for physical play indoors. They laugh with delight and participate well during action rhymes. Children develop useful independence and hygiene skills as they learn to wash their hands before meals. They learn how to keep safe on outings using relaxed and enjoyable techniques. For instance, the childminder sings songs about road safety using resources familiar to the children. Children learn to behave well because they receive consistent boundaries at the setting. The childminder deals with behavioural issues patiently. She warmly explains why they need to share or helps them to find alternatives. Consequently, children settle because the childminder listens to them and acknowledges their feelings.

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

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