

Inspection report for early years provision

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Inspection date	29/02/2012
Inspector	Samantha Smith
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 1998. She lives with her husband, adult children and foster child in a first floor flat in Stoke Newington in the London Borough of Hackney, close to shops, parks, schools and public transport links. Access to the premises is by a flight of stairs outside and two small flights of stairs inside the home. Children are mainly cared for on the lower level of the childminder's home. The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register to care for a maximum of three children under eight years, all of whom may be in the early years age range. She is currently caring for three children in this age group. The childminder works from Monday to Friday all year round. She takes children to local playgroups.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder helps children to make sound progress in their learning and development. She has introduced planning and assessments systems, although these are not yet fully effective and do not include contributions from parents. The childminder demonstrates a satisfactory capacity to maintain continuous improvement. For example, by improving weaknesses identified at the last inspection. She understands the benefits of self-evaluation, but has not yet established an effective system to identify her strengths and areas for development.

What steps need to be taken to improve provision further?

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

- develop the current system of planning and assessments to ensure that starting points are clearly identified and that next steps for individual children's learning are consistently identified and followed through
- encourage parents to contribute towards their children's ongoing assessments
- develop monitoring systems in order to evaluate and identify strengths and priorities for future development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

The childminder suitably manages her setting and safeguarding arrangements are satisfactory. She demonstrates a sound knowledge and understanding of child protection issues, including the procedures if she had concerns about the welfare

of children. She takes suitable steps to promote children's safety by minimising potential hazards within her home, which she illustrates through the risk assessment records. She also completes appropriate risk assessments for outings. The required documentation, policies, and procedures are in place and suitably maintained. These contribute towards the smooth and efficient management of the setting. However, the childminder is caring for more children under five years than her conditions of registration allow. The provider gave a reasonable excuse for doing so and on this occasion Ofsted does not intend to take further action.

The childminder creates a child friendly environment, where resources are suitably organised and appropriately stored. This enables children to make some choices about their play as they independently select toys and resources that they want to play with. She arranges space within her home suitably, providing children with sufficient space to move around and play. The childminder uses local facilities to support the experiences provided for children. She takes children to park and other local facilities regularly. She demonstrates a sound understanding of her role in supporting children's care and learning needs, which she demonstrates through her positive interactions with the children. She has been updating her knowledge of current childcare practice, through her attendance on relevant training courses. She has begun to develop observation and assessment systems. However, these are not fully developed because the next steps of learning are not consistently identified or linked to future planning. The childminder demonstrates a positive attitude towards promoting an inclusive environment, where children's needs are known and suitable catered for. Activities are adapted appropriately to include all children, regardless of age and ability. Resources positively reflect images of people from different backgrounds and mixed abilities and these are freely available to support children's daily experiences. The childminder engages children in regular conversations in English and uses basic words in their home languages.

The childminder maintains suitable partnerships with parents and they are provided with her written policies and procedures. She gathers relevant information from parents at the beginning of their child's placement regarding their care. She has systems in place to gather further information from parents to support her in making a baseline assessment, but she is not using this effectively. In addition, parents are not encouraged to contribute towards ongoing assessments of their children. The childminder has begun to seek parent's views about her provision using questionnaires. These show that parents are happy with the care their children receive. There are currently no children on roll who attend other early years settings. However, the childminder is aware of the need to liaise with others involved in the children's progress if necessary. Since her last inspection, the childminder has been working closely with the local authority to secure improvements. She is keen to further develop her practice and promote positive outcomes for children demonstrating a sound capacity to maintain continuous improvement. Although the childminder states that she has previously used self-evaluation systems to support her in monitoring her practice, these are no longer in place.

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

Children are happy and settle well. They benefit from and enjoy the close, caring and supportive relationships that they have with the childminder. They enjoy a suitably presented learning environment, where resources are appropriately stored and easily accessible. There is an appropriate balance of adult-led and child-initiated activities. Consequently, children are suitably challenged and are free to make some choices about their play. Experiences and opportunities provided offer suitable challenge for all the children attending. As a result, all children are making satisfactory progress across most areas of learning. The childminder is beginning to use observations, assessments and planning to provide children with a range of experiences. However, experiences are not tailored to meet children's individual needs because observations are not used to inform planning.

Children receive appropriate support to develop key skills that they will use in the future. They are developing early social skills as they enjoy friendly relationships with each other and play with other children when they attend groups. The childminder supports children's communication skills appropriately. She regularly engages them in conversations, mainly in English although she also uses basic words in each of their home languages and they in turn respond to this well. Books are readily available in the cosy book area, which includes colourful, soft cushions. Children enjoy listening to stories read by the childminder and often choose books to look at independently. There are sufficient opportunities for children to use a range of programmable tools as well as information communication and technology and children are learning about their natural environment. They show great interest in planting seeds as they fill their individual plant pots with soil and coriander seeds and make their own labels to identify their pots.

Problem solving, reasoning and numeracy skills are encouraged through puzzles and a range of construction toys. Behaviour is good and children receive clear explanations from the childminder. This helps them to develop a sound understanding of right and wrong and the effects that their behaviour may have on others. Appropriate measures are in place to promote children's safety and well-being as well supports them in developing an understanding of keeping themselves safe. For example, they are reminded to pick up and put away toys to prevent them falling over them. They also take part in regular emergency evacuation practices. Suitable hygiene routines are in place to promote children's good health and support them in developing sound hygiene practices and the childminder responds appropriately to children's questions.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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