

Inspection report for early years provision

Unique reference number	EY426878
Inspection date	08/03/2012
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 2011. She lives with her husband, two school age children and one child in the early years age range. They live in a flat on the eighth floor in Holloway, in the London Borough of Islington. Access to the flat is gained via the lift or a flight of stairs. There is no suitable enclosed outdoor play area.

The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She may care for four children under eight years, two of whom may be in the early years age range. She is currently caring for two children in this age group and one older school age child.

The childminder takes children to a local toddler group and picks up from the local primary school. She works from Monday to Friday 7am to 7pm, all year round.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

On the whole, the childminder manages her setting well, using suitable systems to safeguard and promote children's welfare. As a result, children are happy and settled with their individual care needs suitably met. Overall, children's learning and development benefits from a variety of activities and resources to support their understanding of difference; however, the childminder does not currently acknowledge children's particular religious beliefs and cultural backgrounds. Observation and assessments systems are still in the early stages and do not currently track or highlight children's progress. The childminder forms sound partnerships with parents; however, systems to involve them in their children's learning are not fully developed. Although the childminder generally demonstrates a sound capacity to improve, with some understanding of her strengths and weaker areas of practice, she has yet to evaluate her practice effectively to fully improve outcomes for children.

What steps need to be taken to improve provision further?

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

- develop the systems of observation and assessment further in order to help monitor the progress that children are making and decide where children are in their learning and development and plan what to do next
- encourage parents to contribute to their child's learning and use this information to identify children's learning priorities
- extend systems of self-evaluation to clearly identify strengths and priorities

- for development to improve the quality of provision for all children
- develop opportunities for play and learning that acknowledge children's particular religious beliefs and cultural backgrounds and help children learn to value aspects of their own and other people's lives.

The effectiveness of leadership and management of the early years provision

Overall, the childminder manages her setting satisfactorily and the requirements of the Early Years Foundation Stage are met. Arrangements for safeguarding children are suitably robust and relevant documentation is in place to promote the safety and welfare of children. The childminder has a clear understanding of the procedures to follow with regard to child protection. She is aware of the indicators that would cause concern and to whom she should report any concerns. The childminder takes suitable steps to promote children's safety while in her home and maintains basic records of risk assessments to illustrate this. The childminder demonstrates a sound awareness of her role in keeping children safe when on outings. She completes written risk assessments for each specific outing and reviews them regularly.

The childminder's home is clean and suitably maintained. The main play space in the lounge area provides sufficient space for children to move around and explore the available resources. The childminder has a sound understanding of her role in supporting children's learning and promoting an inclusive environment. She demonstrates a sound awareness of children's individual care needs and generally supports this well. The childminder provides a selection of toys and resources that reflect positive images of diversity and support children's understanding of difference. However, there is little to reflect the individual cultural backgrounds of the children attending. The childminder is developing her systems of observation and assessment and is continuing to explore these further. However, at present observations are not purposeful and the next steps of children's learning are not consistently identified or linked to planning. As a result, the childminder does not tailor activities to meet children's individual learning needs.

The childminder has established positive partnerships with parents. Relevant contracts and written agreements support children's welfare and policies and procedures are available for parents to view. Regular information exchanges with parents support a consistent approach and follow children's individual routines from home. However, current systems to involve parents in the ongoing assessments for their children are not yet fully developed. There are currently no children on roll who attend other settings or need support from other agencies. However, the childminder is aware of the need to work in partnership with any other settings if the need arises.

The childminder is beginning to reflect on her practice through a developing system of self-evaluation. She understands her practice is not yet fully effective and identifies some areas of weakness. However, she has yet to clearly identify her strengths and prioritise the areas of development that will have the most impact on children's learning and development and improve the quality of provision for all

children.

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

Outcomes for children are satisfactory and they receive appropriate support to make progress in their learning and development. Children play in a safe and secure environment where they are happy and well settled. They benefit from the secure and caring relationships they establish with the childminder and enjoy the positive interactions they share. Children demonstrate they feel safe and secure in the childminder's care as they confidently move around her home, freely accessing the available resources. Children express their wants and needs through their verbal expressions and body language, to which the childminder responds appropriately.

The childminder appropriately supports children in developing some key skills for the future. They enjoy a fair range of activities and experiences that provide sufficient challenge. The childminder encourages young children to use their natural curiosity as they enjoy exploring and investigating their environment and the toys and resources. Children are developing early social skills as they learn to socialise in larger groups of children through regular visits to local groups and activities. They are becoming aware of the wider world through a range of resources that reflect diversity. Children's interest in the natural world is fostered through visits to local parks and other outdoor spaces, where they enjoy opportunities to explore nature.

Children share positive interactions with the childminder which suitably promotes their communication, language and literacy development. The childminder constantly engages with them about what they are doing and she reads them stories. Consequently, children are beginning to develop an appreciation of books as they freely choose from the selection available. The childminder encourages children to be creative as they engage in various arts and crafts activities and learn to handle tools appropriately.

Children have opportunities to learn about healthy living as they become familiar with the daily routines. They are learning to follow good hygiene practices, such as regular hand washing and enjoy healthy meals and snacks the childminder provides. The childminder promotes children's physical well-being. Children enjoy opportunities to engage in physical activities when they go on regular visits to the local park, where they can use a variety of play equipment. The childminder encourages young children to rest and sleep according to parental wishes and changes them appropriately. Children are well behaved and respond appropriately to the childminder's requests as they learn to share and cooperate with one another.

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

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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	3
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