

Inspection report for early years provision

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Inspection date	09/03/2012
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.

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 was registered in 2000. She lives with her husband and two children. They live on the fourth floor of a purpose built block of flats in the N7 area of the London Borough of Islington. The property is accessed by using a lift or stairs. All areas of the home are used for childminding apart from the children's bedrooms. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of three children under eight years of age, at any one time. Of these, no more than one child may be under one year at any one time. She is currently minding two children in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and secure in the care of the childminder. She meets their welfare, learning and development needs well, which means they make good progress. Overall, partnerships with parents are positive and provide consistency for each child. The childminder demonstrates a clear ability to maintain continuous improvement by reflecting on and evaluating her practice. This is an inclusive setting where all children are valued and included.

What steps need to be taken to improve provision further?

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

- provide opportunities to involve parents in their children's learning and development .

The effectiveness of leadership and management of the early years provision

The childminder clearly understands her responsibility to safeguard children. She has developed effective procedures, which provide clear guidance for reporting concerns to the appropriate agencies. The childminder takes clear steps to help provide a safe environment for children. Consistent risk assessments are in place for the home and for the different types of outings that take place. The children explore their surroundings and enjoy playing independently. The childminder's home is well organised and provides children with ample space to move around freely with larger play equipment such as toy buggies. Children play with a good range of clean, safe resources and are able to make choices in their play. The childminder promotes their learning well and as a result, they make good progress in relation to their starting points. .

The childminder self-evaluates her practice well to identify the strengths of her provision and areas for development. For example, she regularly updates her childcare knowledge and frequently shares good practice ideas with childminding colleagues. She is arranging to complete more training in planning and assessment to further promote children's progress. The childminder drives improvement well and includes parents in the self-evaluation process. Consequently, her practice is continually evolving and improving outcomes for children.

The childminder promotes equality and diversity well. She gains a good knowledge of each child's individual backgrounds and needs through discussions with parents at the start of their placement. She provides an inclusive environment where children receive individual support so they make good progress in their development. The childminder has a good awareness of how to identify a child's need for additional support, in partnership with parents. Children have good opportunities to learn about the wider world. For example, they regularly enjoy foods from other cultures and access a range of resources that promote positive images of diversity both in the home and at local play groups.

The childminder has secure relationships with parents who have regular opportunities to express their views about the service. Feedback from parents is positive. They say they are very pleased with the wide range of experiences that the children take part in. They trust and value the childminder's opinion and would recommend the service to other people. The childminder provides daily feedback about the children's progress and regularly shares their profiles with parents. However, she has not established systems to encourage parents to continue children's learning at home. The childminder develops good links with other professionals to promote children's learning, development and welfare. For example, she maintains good relationships with the local school that children are likely to attend and regularly takes them to different play groups. As a result, she promotes children's ongoing learning and development needs effectively.

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

Children are confident, settled, and demonstrate a good sense of belonging. The childminder provides an effective settling-in period. She works with the parents to continue their familiar routines from home, which helps children to feel secure. The childminder's good knowledge of the Early Years Foundation Stage guidance helps her to promote children's learning and development very well. Children enjoy play experiences organised for their stage of development and individual interests and develop good skills for their future learning. For example, they are delighted when the childminder sings their favourite songs and reads stories to them. She supports their language and communication skills very well, for example, as they learn the names of animals and practise repeating the noises they make.

The childminder skilfully involves children during new activities and maintains their interest very well. As they discover a new range of natural resources, the

childminder introduces new words and reinforces their understanding by naming each item and explaining what the items are for. She helps them to learn about things they may not have seen before such as a tea strainer. Even very young children happily take part as they sit cosily on the childminder's lap.

Children are making good progress towards the early learning goals. The childminder carefully observes the children each week and plans meaningful next steps to help them make further progress in the six areas of learning. She regularly assesses their development and records the information in individual profile books. Children's photographs and artwork are included to illustrate their progress.

Children are learning to play well together. They receive lots of praise and encouragement. The childminder is kind and handles any disagreements sensitively according to children's ages and stages of development. Children are learning good skills that help them to keep safe and are reminded how to use play equipment safely. They regularly practise the evacuation procedure to help them to learn how to behave in an emergency. They learn about keeping healthy and engage in plenty of experiences that promote their physical development. Children enjoy a variety of fresh fruits at snack time and can easily access their individual drinks when they are thirsty. Young children are content and settled as the childminder promotes their health, physical and dietary needs effectively.

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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