

## Inspection report for early years provision

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<b>Unique reference number</b>	EY236809
<b>Inspection date</b>	18/04/2012
<b>Inspector</b>	Katie Dempster
<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.

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 2003. She lives with her husband in Highbury in the London Borough of Islington. The whole of the ground floor flat is used for childminding and there is access to a communal garden for outside play. 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 a maximum of five children under eight years of age at any one time. Of these, no more than three children may be in the early years age range. There are currently five children in the early years age range on roll. The childminder walks and drives to local schools to take and collect children. She attends the local parent and toddler group and is a member of a local childminder support group.

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

Overall the quality of the provision is good.

Children are cared for in a warm and welcoming environment. Thorough systems of observation, assessment and planning are in place and the childminder is highly effective in meeting the individual care and learning needs of each child. In the main, play experiences are well resourced. Effective partnerships with parents are established and further links with others are firmly in place. The childminder has an inclusive provision where children develop awareness of diversity. The childminder successfully reflects upon her practice and maintains continuous improvement effectively.

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

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

- make available resources for mark making during free play times.

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

The childminder has in place a clear safeguarding policy that includes all the legally required information, including details of whom to contact should she have any concerns about the children in her care. The environment is safe and secure as a result of the childminder's vigilance towards children's safety. She conducts daily risk assessments for all areas that children have access to and promptly actions any identified hazards. The childminder places the promotion of equality and diversity at the heart of her work. She has an exceptional knowledge of each child's individual care and learning needs; therefore children thrive in her care. They learn about themselves and the world in which they live, through interesting,

innovative and age-appropriate activities. Resources are well deployed to ensure accessibility to all.

Partnerships with parents are well established. The childminder works closely with parents to ensure continuity of care for children. For example, discussing care routines and how parents can continue learning at home. Parents are kept well informed about their children's well-being and development via verbal feedback at drop off and collection times. In addition, children's written profiles of their development are also shared with parents. The childminder establishes links with other settings and professionals. For example, the childminder liaises with local schools which the children attend. The childminder is frequently self reflective, to ensure her practice continuously improves. She is able to recognise her own strengths and uses various methods to seek improvement. For example, self-evaluation of herself and the activities she provides, in addition to parental questionnaires and discussions with children. The childminder continues to develop her knowledge and skills in relation to her childminding service, through the regular training she attends.

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

Children make excellent progress in their learning and development through the tailored learning experience they are provided with. The childminder makes regular observations of the children and uses the identified next steps to plan appropriate, challenging activities to help them make steady progress towards the early learning goals. She successfully uses their known interests to target learning in all areas. For example, using children's interest in transport to develop their mathematical skills through counting and colour recognition. This results in learning being fun and relevant for children.

There is an effective balance of adult and child led activities. Resources are stored at low level, allowing children to self-select, ensuring that they have access to a wide range of play resources during free play times. The childminder plans a balanced learning programme for the children, supporting their skills across all areas of learning. Children enjoy the many role play resources and use their imagination well as they play with the different animals, imitating them walking. Children also have access to painting, drawing and other messy play activities, which further supports their creative skills. Resources such as shape sorters, bead mazes and a wide variety of puzzles support children's mathematical skills, with planned activities on shadows and reflections helping to develop children's problem solving and reasoning skills. The many books available encourage children's early interest in reading, and planned activities involving drawing, painting and mark making develop children's early writing skills. However, children are not always given opportunities to mark make during free play time.

Children have many opportunities to develop their physical skills and large muscle movements; they enjoy trips to local parks, soft play areas and children's centres, as well as local museums and other child friendly settings. These trips help children develop knowledge and understanding of the world. During outings, children are

reminded about road safety, the importance of behaving safely and walking on the inside of the pavement, away from the cars. This helps children learn how to keep themselves safe when they are away from the setting. Children are encouraged to develop appropriate behaviour so they can learn, make friends and respect each other. Children are very well-behaved throughout the inspection, playing harmoniously together, giggling and sharing resources. Children learn about and are encouraged to adopt healthy habits from a young age; they wash their hands regularly and the childminder consolidates their learning through the use of activities, including making fruit salads. Children discuss how the fruits taste and smell and how they are good for us.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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	1
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	1
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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