

## Inspection report for early years provision

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<b>Unique reference number</b>	133114
<b>Inspection date</b>	08/05/2012
<b>Inspector</b>	Liz Corr
<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 1995. She lives with her husband and three adult children. They live in a house in the N19 area of the London Borough of Islington. Children have access to the kitchen and toilet on the ground floor and the living room on the first floor. A garden is available for outdoor play. The family has a pet cat.

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 six children at any one time, of whom three may be in the early years age group. There are three children in the early years age group on roll, children in the later years also attend the setting.

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

Overall the quality of the provision is good.

Children are happy and settled in the childminder's care. The childminder provides a relaxed and welcoming environment and meets children's individual needs very effectively. Overall, partnerships with parents are successful and provide consistency for each child. The childminder demonstrates an ability to maintain continuous improvements generally well. She reflects on her practice, undertakes regular training, and has secure support systems in place.

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

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

- provide opportunities for parents to give their views on the care and education provided
- provide opportunities to involve parents in contributing to systems for assessing children's starting points and continuing their learning and development at home.

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

The childminder understands the importance of safeguarding the well-being of children in her care. She has clear procedures to follow if she has any child protection concerns. The childminder carefully considers children's safety. She has clear risk assessments for her home and individual outings, which helps ensure that any risks are minimised. She supervises the children well, sitting at their level and providing support when needed. Good arrangements are in place to prevent the spread of infection. For example, the home is clean and well maintained and

children practice good hygiene procedures. Toys and equipment are clean and safe. Children play with an appropriate range of resources. They enjoy choosing toys by themselves and helping the childminder to fetch creative materials for painting and sticking. All documentation is in place and well maintained. Policies and procedures are available for parents, which provide parents with useful information about her service.

The childminder effectively maintains continuous improvement and evaluates her service generally well. She regularly updates her childcare skills and knowledge and shares good practice ideas with other childminders in her local network. Consequently, she is continually improving the outcomes for children. However, the childminder has not established systems to ask parents for their views on the care and education she provides.

The childminder provides an inclusive service for children. She finds out about their individual backgrounds and needs from her initial discussions with parents. She is experienced in identifying and supporting children's additional needs. She works successfully with other professionals so children receive good support for their learning, development and welfare needs.

The childminder has secure relationships with parents. Daily discussions provide a useful exchange of information about children's individual needs. Feedback from parents is positive. They say the childminder is flexible and helpful. They appreciate the care she provides and are pleased their children are learning about other cultures and backgrounds. The childminder provides regular feedback to parents about children's development sharing samples of their artwork and early writing. However, she has not provided opportunities for parents to contribute to her systems for assessing children's starting points and continuing their learning and development at home.

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

Children are confident and demonstrate a sense of belonging. Furthermore, they relate well to the childminder's family. The childminder knows the children well; she provides well-organised routines, planning a varied experience to meet their learning and development needs. Children are developing useful skills for their future learning. For example, the childminder supports their language and communication skills very well. She listens carefully to each child giving them time to express themselves and their feelings. Activities are planned around their interests, which increases their enjoyment. Children happily help the childminder prepare for painting and sticking as they find paints and paper for her. They are absorbed in their sticking activity and are fascinated as they hold their brushes up high and watch the glue slowly land on their paper. The childminder's encouraging and lively approach provides them with good support and increases their motivation. They are beginning to develop their imagination and creative skills as they play with a tea set. Children thoroughly enjoy pretending to pour tea into the special teacups and present them to the childminder who responds with delight

each time. Examples of their creative work using a wealth of materials are on display at the setting, which increases their confidence and self-esteem.

Children are making good progress towards the early learning goals. The childminder has a good understanding of their individual abilities and needs. Observations are undertaken regularly and she records their progress in the six areas of learning. Parents receive regular updates of how their children are developing.

Children are learning to develop friendships and social skills both at the childminder's home and at the local children's groups. They receive lots of praise and encouragement. She manages minor disagreements sensitively according to their stage of development and as a result, they behave well. Children learn useful skills to help them stay safe as they make room for new play equipment by tidying up toys they are no longer playing with. The childminder reinforces their understanding as she explains this will help ensure they do not trip over and have accidents. Children are learning about being healthy as they enjoy freshly cooked meals each day. They confidently ask for fresh fruit after their meal and easily access their own drinks when they are thirsty. They take part in a good balance of planned indoor and outdoor activities each day providing them with opportunities for fresh air and exercise.

## 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	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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