

## Inspection report for early years provision

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<b>Unique reference number</b>	133312
<b>Inspection date</b>	08/05/2012
<b>Inspector</b>	Samantha Smith
<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 2000. She lives in a ground floor flat situated in Newington Green in the London Borough of Islington. The lounge is the main area used for childminding and a small patio garden is available for outside play. 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 four children under eight years, three whom may be in the early years age range. She is currently caring for three children in this age range. The childminder works each weekday from 7.30am to 6pm and also is available for weekends and evenings.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Overall outcomes for children are satisfactory and they receive appropriate support from the childminder. Observation and assessment systems are in the early stages, although not yet fully effective. The childminder promotes children's health and safety suitably, although is in breach of one legal requirement regarding safeguarding documentation. She has developed positive partnerships with parents although they are not involved in the ongoing assessments of their children. She liaises effectively with other professionals involved with children. The childminder's capacity to improve is satisfactory. She has taken steps to address previous recommendations, although she has yet to evaluate all aspects of her practice successfully. However, she demonstrates a positive attitude to improving her practice and outcomes for children.

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

To meet the specific requirements of the EYFS, the registered person must:

- request prior written parental permission for the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare).
- 25/05/2012

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

- develop observation and assessment systems and use this information to identify starting points and the next steps in a child's developmental progress
- develop systems to involve parents in the ongoing observation and assessment process for their children

- 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**

Overall, the childminder manages her service well and there are suitable arrangements in place that contribute towards the protection, safety and well-being of children. The childminder demonstrates a sound understanding of her role in child protection and she knows who report to if she has any concerns about the welfare of a child in her care. Most required documentation and records are in place and appropriately maintained, including accurate records of children's attendance. In discussion, the childminder demonstrates appropriate procedures for administering medication and dealing with accidents involving children. She takes suitable steps to promote children's safety in the home and on outings. However, she has not requested written permission from parents for seeking emergency treatment or advice, which is a breach of a legal requirement.

The childminder's home is suitably organised and maintained. The main play area provides sufficient space for children to move around and engage in their play. The childminder provides a suitable range of toys and resources that are stored appropriately at child height. The childminder makes regular use of local facilities, including local parks, playgroups and the library. She demonstrates a sound understanding of equality and diversity issues. The childminder provides a range of resources and experiences to support children in gaining an appreciation of the wider society and different cultural backgrounds. The childminder has a sound understanding of her role in supporting children's learning and development; she is beginning to use observation and assessments to record children's achievements. However, this is still in the early stages and not sufficiently established to identify the next steps in children's learning.

The childminder has sound partnerships with parents. There is a regular exchange of information between them, which contributes towards the continuity of care that children receive. However, she does not routinely involve parents in contributing to observations, assessment and planning for their child's future learning. Parents are informed about the childminder's responsibilities at the beginning of their child's placements. The childminder works soundly in partnership with other professionals. This contributes towards children's needs being met. The childminder demonstrates a positive attitude towards improving her practice. However, she has yet to fully develop systems of self-evaluation to identify all areas for improvement. She keeps up to date with childcare issues, through her attendance on relevant training courses. She is aware of some of her strengths, which reflects sufficient capacity to maintain continuous improvements.

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

Children are happy and well settled in the childminder's care. They benefit from the secure and caring relationships that they have established with her and enjoy the positive interaction they share. Parents provide relevant information about their child at the start of their placement and this enables the childminder to plan to accommodate their individual needs.

Children play in a child-friendly environment, where toys and resources are generally suitably organised to enable them to gain easy access and make choices about their play. Children enjoy a range of play experiences across the areas of learning which are generally suited to their ages and stages of development. Problem solving, reasoning and numeracy skills are encouraged through puzzles, a range of construction toys and various cause and effect toys. The childminder supports children as they develop early social skills. For example they enjoy regular visits to toddler groups, where they have opportunities to mix and play with other children as well as access further resources. Children have opportunities to engage in physical activities through visits to the park and sometimes enjoy access to the outdoor area of the childminder's home. Creative and imaginative play is encouraged through a range of media, such as painting and role play resources. Books are appropriately stored, enabling children to gain easy access. They spend time on their own looking at the pictures and enjoy listening to stories read by the childminder. Children are beginning to develop basic communication skills and use a range of methods such as facial expressions, actions and simple words to communicate their needs or feelings and the childminder responds appropriately.

Children demonstrate they feel safe and secure. They benefit from the caring relationships that they have established with the childminder and enjoy the positive interactions that they share. Children confidently approach the childminder for hugs and reassurance, which she readily responds to. They behave appropriately and respond positively to the childminder's requests and the childminder supports their behaviour through praise and encouragement. Children's health is supported and their understanding of healthy lifestyles is suitably developed through the daily routines. Children rest and sleep according to their needs and are provided with regular drinks throughout the day. They are encouraged to wash their hands at appropriate times. Parents currently provide meals for their children and these are stored and reheated appropriately, as required.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	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

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