

Inspection report for early years provision

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Inspection date	10/05/2012
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.

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Description of the childminding

The childminder registered in 2009. She lives with her four children in a flat on the eighth floor of a purpose built block in the London Borough of Islington, close to Old Street station. The flat is accessed from ground level using a lift or stairs. All areas of the home are used for childminding. The childminder is registered to care for a maximum of three children under eight years, at any one time. She is currently minding one child in the early years age group. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy a welcoming and well-resourced environment, in which their welfare and learning is successfully promoted. They take part in a wide variety of activities making good use of the local community. Overall partnerships with parents are positive and there are good systems for communication. The childminder demonstrates a good capacity to maintain continuous improvements to her service. She regularly evaluates her practice, and undertakes training to update her childcare knowledge. The childminder strives to work in partnership with providers at other settings but has not developed secure links for working together.

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 contributing to her systems for assessing children's starting points and continuing their learning and development at home.
- strengthen communication systems with other providers of the Early Years Foundation Stage to promote continuity in children's learning.

The effectiveness of leadership and management of the early years provision

The childminder supports children's welfare very effectively. She understands the importance of safeguarding and her responsibility for protecting children from harm. She has clear procedures to follow for reporting any child protection concerns effectively. The childminder has secure systems for risk assessment both for her home and for outings. The home is spacious, organised and well resourced. Children have fun exploring their surroundings and play equipment independently.

The childminder promotes inclusion well. She provides activities and experiences that cater for children's individual interests. She has experience of caring for children with additional needs and providing support in partnership with parents. Children are learning about diversity as they play with a good selection of books and toys showing positive images of people from a variety of cultures. The childminder has developed systems to evaluate her service and identify her strengths and areas for development. She maintains continuous improvement by regularly updating her childcare knowledge and sharing good practice with childminders at her local network. Consequently, her service continues to evolve and improve outcomes for children.

The childminder has secure partnerships with parents. She provides parents with useful information about her service at the beginning of the placement. The childminder communicates well with parents through daily discussions and a shared diary. She also provides emails and texts to keep them informed about their child's day. The childminder regularly talks to parents about children's development and interests and provides samples of their artwork and mark making. 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. Feedback from parents is positive. They are pleased their children attend a range of different groups to socialise with other children and appreciate the childminder's sensitive approach to partnership working. The childminder is keen to work in partnership with other providers of the Early Years Foundation Stage but has been unable to forge links with a local setting to promote continuity for children's learning and development.

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

Children enjoy well-organised routines and receive positive interaction from the childminder, this helps them to feel safe and secure at the setting. The childminder has a secure knowledge of the Early Years Foundation Stage framework and they are making good progress towards the early learning goals. She knows the children well and plans the environment and activities based on their interests. The childminder has developed appropriate systems for recording their development using photographs and daily diaries. They take part in daily outings to local groups and parks where they enjoy a wide range of activities and develop skills for their future learning. For instance, they are developing useful social skills playing with other children and take part in a wide range of creative activities including cooking, sticking and corn flour. Young children are developing a strong exploratory impulse as they discover the childminder's home. They thoroughly enjoy helping themselves to play materials stored at their level. Toddlers who show an interest in items that open and close relish opportunities to explore the low cupboards accessing items such as, pots, pans and bowls, which are safe and suitable for their age group. Children play in a calm environment benefiting from the secure relationship with the childminder who meets their needs very effectively. For

instance, she sensitively predicts when they are hungry, tired or want time to gaze quietly at the wonderful views from the windows of the city around them. The childminder supports children's communication skills effectively. Young children respond well to songs and interactive rhymes moving their bodies and clapping their hands.

Children have good opportunities to be active and develop physical skills both indoors and out. Daily trips to groups and local parks provide them with opportunities to play outdoors and enjoy fresh air. Younger children have good opportunities to develop physical skills as they crawl and stand independently in the spacious environment. They have sufficient time and support to use a range of equipment and practice new skills such as walking. Children thoroughly enjoy learning independence skills for good hygiene as they use sinks at their level at their local groups. They are learning useful safety skills as the childminder explains the importance of road safety and practises the emergency evacuation procedure with them regularly.

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	3
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