

Inspection report for early years provision

Unique reference number	EY219874
Inspection date	14/05/2012
Inspector	Jan Healy

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 2002. She lives with one child aged 15 years in Canonbury in the London borough of Islington. The ground floor of the childminder's maisonette is used for childminding as well as bathroom facilities on the first floor. The maisonette does not have a garden; there is a park nearby. Children's centres are also located close to her home. 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 three children under eight years at any one time, of whom no more than three may be in the early years age range. There is currently one child on roll in the early years age range, aged 11 months. The childminder has a relevant early years qualification at level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Babies are making good progress overall in their learning and development, as they receive effective support from the childminder. Safeguarding is given utmost priority to aid their welfare and happiness. The majority of resources are readily available and space is used well overall to support learning and development. Activities are interesting and provide suitable challenge, aiding all to make continual progress. A successful method of self-evaluation helps the childminder to maintain good continuous improvement. Partnerships with parents are good and help to promote continuity of in care and development successfully.

What steps need to be taken to improve provision further?

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

- plan opportunities for talking together with children and babies in quiet places outdoors
- provide low-level equipment so that babies can pull up to a standing position.

The effectiveness of leadership and management of the early years provision

Safeguarding systems work effectively, as the childminder attends relevant training and has a clear procedure in place to support the management of any concern arising about children's well-being. The childminder understands her responsibilities in regard to protecting all in her care from persons who have not been vetted as suitable to be with them. The childminder undertakes a risk assessment of her home which identifies and minimises potential hazards to children and babies' safety effectively.

The childminder is ambitious and drives improvement successfully. She continues her learning through attendance at various training courses, and has recently gained a relevant qualification. This success results in her furthering her understanding about how young children learn and develop. This has a positive impact on those in her care. She actively encourages parents to participate in an efficient method of self-evaluation, and is aware of how to involve children in this process too. Consequently, she is able to identify her own strengths and weaknesses well, using this process to plan realistic targets to secure continuous improvement for the benefit of those she cares for. For example, the childminder's home does not have a garden, so she is working out ways of providing children with experiences of growing vegetables and fruit.

The childminder's home offers a welcoming environment and is resourced well with appropriate toys; the available range is extended through borrowing more from a children's centre, which provides further choice for those attending. The childminder's home is organised well, being warm, child-friendly and conducive to learning. Toys and resources are of high quality and are fit for purpose. They are stored within easy reach, enabling older children to select items of their choice if present. The childminder makes a good range available to babies, so they too have choice. Resources enhance all aspects of play; however, there is a lack of equipment to help babies to pull up to a standing position, to aid their physical development as well as possible.

The childminder actively promotes inclusive practice. She seeks relevant information about family backgrounds and babies' individual needs, to enable her to plan a wide range of activities to encourage continuous learning. Babies' development in relation to their starting points is good. The identification of further development is known and there are generally good strategies in place to support them. The childminder clearly understands how to teach children that families differ, so they learn to respect other ways of life, providing a wide range of suitable resources, including books, dolls and jigsaws. Resources provided meet the needs of children across the early years age range, including babies.

The childminder understands how to work with other early years providers when necessary, so all may take a united approach to the provision of children's care and education. Currently, the childminder attends local children's centres regularly, where she meets with other childminders, so is already getting to know them. She understands the need to support children's transition into school and has useful ideas about how to achieve this.

The partnership with parents is strong and results in the childminder meeting babies' individual needs to a good standard. This liaison stems from positive relationships, which are advantageous, as together parents and the childminder exchange useful information in order to meet babies' individual needs. Additionally, this useful partnership system allows the childminder to plan for a range of children's and babies' interests. Currently, both parties keep each other up to date effectively about babies' progress in their learning and development.

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

Babies show they feel secure in the presence of the childminder, sharing a warm and affectionate relationship. Good quality interaction and a well organised routine helps them to be secure and confident. Records show regular practices of an emergency evacuation procedure, which have the potential to help keep children safe should the need arise and to aid children's understanding of how to keep themselves safe.

The childminder places a strong emphasis on providing systems and routines to help both babies and children adopt a healthy lifestyle, showing clear understanding of how to do this. For instance, babies enjoy being taken out daily in the fresh air on walks to the local park; this recreation area offers a wide range of physical play for children. The childminder has a good understanding of how to teach children about the benefits of eating a healthy diet and about how this is beneficial for their growing bodies. The childminder has menus to share with parents, so that children's preferences can be discussed. She encourages babies' independence as soon as possible, such as by providing water to which they may help themselves when thirsty. Babies show that their needs are met well by appearing content and settled following feeding. The childminder shows how well she knows those she cares for by responding quickly to babies' needs, such as changing nappies promptly and settling babies to sleep when they appear tired.

The childminder understands well how to help children develop the skills they will need for their future lives. She supports babies so that they quickly become confident to explore their surroundings, play independently, and show curiosity over the toys and resources provided for them. The childminder helps babies find their voices, as she sits at their level and makes eye contact while chatting to them. When outdoors, however, all planned outings are against a backdrop of noise, such as from traffic or the bustle of toddler groups, and the childminder has not considered the need to talk quietly with babies outdoors, as well as when inside. The childminder shares books with babies. She helps them begin to solve simple problems through use of carefully selected toys, such as a 'shape sorter'. During all these activities, babies respond positively to the childminder, showing that warm relationships are established.

The childminder encourages babies to take part in activities that are new to them, while reassuring them and praising their efforts. Babies are beginning to develop early fundamental skills and actively explore their surroundings with interest. They make good progress, enjoying their time with the childminder. This is because she has good knowledge and understanding about how young children learn, therefore, she is able to support their development effectively. The system of regular observation of play enables the childminder to gauge particular interests, which are used to plan an interesting and challenging range of activities to suit varied ages.

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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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