

## Inspection report for early years provision

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<b>Unique reference number</b>	EY357729
<b>Inspection date</b>	22/05/2012
<b>Inspector</b>	Jill Nugent

<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 registered in 2003. She lives with her husband and three adult children in a ground floor maisonette in Clapton, in the London Borough of Hackney. The whole of the premises is used for childminding and there is a secure garden for outdoor play. The childminder works alongside her daughter who is also a registered childminder. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of three children under eight years at any one time. When working with her co-childminder she may care for a maximum of six children under eight years, of whom three may be in the early years age group at any one time. Currently she has two children on roll, one of whom is in the early years age group.

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

Overall the quality of the provision is good.

The childminder provides a stimulating play environment for children, with many attractive resources set out around her play room. Children make good progress towards the early learning goals in most areas. The childminder prioritises children's well-being and consequently they quickly develop a sense of belonging. Her partnership with parents works effectively. She ensures that parents keep well-informed and up to date. She is inclusive in her approach and caters appropriately for children's individual needs. She maintains a good capacity for continual improvement through her interest in further professional development.

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

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

- look at different ways of promoting children's learning in an outdoor environment.

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

The childminder's documentation is well organised and readily available. She has effective procedures in place to promote the safeguarding of all children in her care. All adults living on the premises have been vetted. She regularly updates her training in safeguarding and knows what to do if she has any concerns relating to child protection. She carries out regular and detailed risk assessments of the premises and of any outings that children take part in, so that potential risks are

minimised. She makes sure that children are well supervised at all times. She talks with children about potential dangers, especially when walking to and from school. The childminder has organised her living room so that it offers an inviting and attractive play environment for children. A wide variety of good quality resources are easily accessible so that children can make their own choices. Children especially enjoy the low-level comfortable seating and table-tops. The childminder gently encourages children to explore the resources, allowing them the opportunity to make their own decisions about play. She promotes children's learning effectively through her interaction as she focuses on children's interests and engages them in conversation. Children benefit from the presence of two childminders in the setting as they often receive individual attention and this contributes to them feeling valued as individuals.

The childminder provides clear and useful information for parents about her provision. She requests information from new parents about their children's individual care routines and stages of development. In doing this, she is better able to meet their care and learning needs. She exchanges information with parents, both verbally and in writing. Her weekly feedback sheet is particularly useful in letting parents know what children have enjoyed doing throughout the week. She liaises with parents when planning future activities so that these are relevant to children's learning needs. The childminder has established links with other early years professionals so that individual children can be assured of continuity of care whenever necessary.

The childminder is proactive in promoting an awareness of diversity amongst children. She encourages them to find out about each other's backgrounds and organises visits in the local community. She is committed to the on-going development of her childcare practice. She makes good use of parents' questionnaires and self-evaluation to highlight areas for further improvement. Since her previous inspection she has worked on providing a more enabling learning environment for children, with a wider choice of activities. She has attended numerous training courses to help in her implementation of the Early Years Foundation Stage. She shares ideas and resources with colleagues so that her provision is continually refreshed and maintains children's interest.

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

Children settle happily into the childminder's care. They enjoy exploring the wide range of toys and books on offer. They become aware of the boundaries in the setting and learn to behave responsibly. Children develop close relationships with the childminder. They gain self-confidence and often look to the childminder for reassurance before making a decision. She encourages children to be independent and make their own choices. She is adept at gently persuading children to try out new activities and to learn through discovery. She engages children in conversation, interacting effectively to promote learning in different play situations. In this way she enables children to develop their interests and acquire new skills.

Children benefit from the childminder's calm and flexible approach. This helps them to gain confidence and learn to concentrate on their self-chosen tasks. She supports children well as she offers help and suggestions to enhance their learning experiences. The childminder has a good awareness of children's individual needs and is proactive in helping children to gain useful skills for the future. Older children especially enjoy taking part in creative activities, cooking and games. The childminder regularly observes children's learning and creates individual profiles that show children's progress. She takes into account children's next steps of learning, as well as their interests, when planning future learning experiences. Children have the opportunity to take part in a wide variety of indoor activities, although the range of outdoor activities is more limited.

Children enjoy visits to local play groups and the park. They feel safe in the childminder's care because she is always on hand to offer them reassurance. There are various safety measures in place in her home and this helps children to feel secure on the premises. She talks with children about keeping safe in different situations. Children enjoy outdoor play in the garden. The childminder encourages free flow between the play room and garden. She promotes healthy lifestyles by talking with children about healthy eating. Children are offered nutritious snacks and meals. They have access to drinking water at all times and can rest according to their needs. The childminder is responsive to their care needs, recognising when children are hungry or tired. As a result children feel well cared for and are content in her care.

## 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

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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

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

Met