

Inspection report for early years provision

Unique reference number	144368
Inspection date	18/05/2012
Inspector	Marilyn peacock
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.

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 has been registered since 2000. She lives with her young son in a three bedroom first floor converted flat in the Dalston area of London Borough of Hackney, within walking distance of shops, parks and the train and bus services. As there is no outside play area the childminder takes children to the local park each day.

The childminder is registered on the Early Years Register to care for five children aged birth to eight years. She is also registered on the compulsory and voluntary parts of the Childcare Register. The main areas used for childminding are the living room, a dedicated playroom, a bedroom and the kitchen, bathroom and toilet. There is currently one child on roll.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a good awareness of children's individual needs and she supports them well. She provides many interesting and varied range of activities and resources that help children make good progress in their learning and development. Effective partnerships with parents and others providing care for the children helps ensure that children receive the support they need. The childminder has good systems in place to evaluate her practice and shows commitment to maintaining continuous development.

What steps need to be taken to improve provision further?

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

- Introduce more opportunities for children to explore natural materials, for example, stone, wood and seaweed and to take part in long term projects such as growing plants and vegetables.

The effectiveness of leadership and management of the early years provision

The childminder has a secure knowledge and understanding of how to safeguard children in her care. Relevant documentation relating to child protection, and important phone numbers, are easily accessible. A comprehensive risk assessment is regularly carried out. This enables the childminder to assess the safety of her home as well as covering many different scenarios including, attendance of groups, trips to the local park and walks to school. Children's welfare is safeguarded because the childminder updates her paediatric first aid certificate regularly and feels confident to administer first aid if an accident were to occur.

There are suitable procedures in place in the event of a child becoming unwell while in the childminder's care, these include prior parental consent to seek emergency care. All the required records are maintained well to support the children's well-being. Policies and procedures are implemented effectively to inform the childminder's practices and to safeguard the children's welfare.

Children have many opportunities for free choice play as well as more structured activities in the safe and secure environment. Resources are well organised and readily accessible so children can make choices about what they wish to play with. The childminder promotes equality and diversity well. She has a good knowledge of each child's background and individual needs. She works closely with parents and other agencies to make sure children are well supported. Activities around festivals and traditions and colourful posters, books and other resources are used to help children learn about difference and diversity. The childminder builds effective partnerships with parents that are based on trust and good communication. She provides them with daily feedback about how their child has been during the day, their routines and the activities they have enjoyed. The childminder ensures she is fully informed about children's ongoing needs and works extremely well with other agencies that are involved in children's care. The childminder reviews her practice regularly, which helps her to continuously develop her service.

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

This friendly childminder has many years experience of minding children. She treats them with warmth and kindness and speaks fondly of the children she has cared for. Children enjoy their time at the childminder's home. They are happy, comfortable and well supported by the childminder. Children show growing confidence, independence and are developing good self-esteem because the childminder recognises their achievements with lots of praise and stickers. Children's behaviour is managed well; children are suitably occupied and respond well to the childminder's guidance. Children are making good progress as they learn through their play. The childminder has recorded each child's starting points and abilities and identifies which activities will challenge them to move on in their learning. Children have their own record books, which contain photographs of themselves involved in activities; these are shared with their parents. The book also includes examples of their work, which are dated to show how the children are progressing. Parents include their comments on their child's learning to provide full picture of children's learning journey so far.

Children enjoy painting using shiny paints to paint pictures of their family. Their language is developing well, the childminder introduces new words as children play and consolidates their learning using picture books. Numbers are talked about as children play, counting the play fruits and vegetables on the plate as well as the number of objects on the floor. Children excitedly make visitors a cup of tea using the play tea set. They put their 'dinner' in the pretend microwave counting the number of seconds it takes to cook with the childminder. Dolls are used skilfully to

help children understand that we need to be gentle and careful with others. Trips to the park help children develop their skills at running and climbing. They explore the environment looking for birds and insects on their journey to and while in the park. However, opportunities for children to explore natural materials, to plant and grow vegetables and flowers are few.

Children show that they feel safe. They confidently move around the childminder's home chatting about what they are doing. They are keen to show visitors their achievements. Emergency evacuation is practised monthly which is important as children need to negotiate a large staircase to get out of the building promptly. As there is no outside play area the childminder ensures that lots of opportunities for children to enjoy fresh air and take part in physical exercise. They are taught the rules of the road as they make their journey. Consistent messages on behaviour when out and about helps children stay safe. Drinks are always accessible to children so they do not become thirsty and the childminder fully understands the children's individual dietary requirements, working closely with parents to help ensure these are met.

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	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

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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