

## Inspection report for early years provision

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<b>Unique reference number</b>	402733
<b>Inspection date</b>	23/05/2012
<b>Inspector</b>	Shaheen Belai
<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 1993. She lives with her husband and their two adult children. The childminder's home is situated in Haggerston within the London Borough of Hackney. The whole of the ground floor of the house is used for childminding. She is registered to care for a maximum of four children under eight years of age, of these three may be in the early years age range. The childminder currently has one child in the early years age range on roll, attending on a part-time basis. The childminder is registered on the Early Years Register and both 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 are happy, settled and confident because the childminder knows them well and takes care to meet their individual needs. She fosters close working relationships with parents and provides them with good information about her service and their child's development. Communications with other settings children attend are not fully established to promote continuity of learning. The home and daily routines are organised effectively to offer interesting and varied activities across all areas of learning and development. Children play in a well organised environment, where their achievements are generally acknowledged. The childminder has strived to meet previous recommendations to enhance her service. She attends regular training and reflects on practice through systems of self-evaluation. This demonstrates the childminders commitment to maintaining continuous improvement.

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

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

- build on current system of communication when a child attends other settings, to regularly share the children's development, learning records and other relevant information
- organise displays showing documentation of children's play, development and learning; this includes samples of children's creative work and photographs.

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

Children's welfare is well protected because the childminder fully understands her responsibilities for safeguarding children. The childminder has attended a relevant

safeguarding course since her last inspection. She has access to reference material to assist her and is knowledgeable of procedures to follow in the event of having any concerns about a child in her care. Periodic detailed and daily risk assessments of the premises, resources and outings children participate are undertaken, this contributes to children's safety. The childminder maintains all required documentation records and has a full range of policies and procedures in place to reflect her role and responsibilities. The childminder is first aid trained.

Children benefit from a well organised environment, providing areas throughout the premises used for minding to offer a range of learning experiences. For example, children relax at the bottom of the stairs as they play musical instruments or look at books. In the lounge the space at the window, offers a quiet space to complete puzzles. Although information posters are displayed promoting the childminder's service, there is no photographs and no evidence to give recognition to children's learning abilities. For example, photographs of children engaged in activities or samples of the range of creative skills presented by children. The childminder collects information about the children's routines and interests at induction helping her to meet their individual welfare needs. The childminder has a good awareness about equality and diversity, promoting inclusion by identifying and valuing the differences in all children. She provides positive experiences and play materials to promote children's self-identities as well as for them to learn about others in the community. Parents are fully engaged in supporting their child's care and learning. Good communication between both parties means that information about the children's changing needs is discussed, enabling the childminder to continually meet these. Feedback from parents at inspection spoke positively of the service of the childminder, comments included 'children are in safe and loving hands', 'good exchange of information', 'childminder is open to suggestions' and 'childminder comes recommended'. Currently parents maintain communication between other early years settings their children attend and inform the childminder of current learning and progress. The childminder acts positively on the information gained to support new interests and areas of learning. Although she recognises the importance in working in partnerships with other settings, she is yet to share relevant information about individual care and learning of children to support continuity of care.

The childminder maintains continuous improvement from steps taken to improve the service on offer to children. For example, she has addressed all previous recommendations. This has improved areas of safeguarding and learning opportunities for children. She maintains regular contact with her local authority coordinator to ensure she is kept informed of relevant matters in relation to childminding practice. She presents a positive attitude to improving her knowledge and skills by attending a range of training, resulting positively on the children in her care. She uses the Ofsted self-evaluation form to identify specific areas to develop on, as well as build on areas she already does well.

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

The childminder collates information about children's starting points at the time of settling in. This allows the childminder to build on what the children already know and can do. The childminder plans and provides an interesting range of developmentally appropriate experiences for the children in her care. The childminder's own ongoing observations are used well to monitor and assess the children's achievements and learning priorities. This information is useful for future planning and to keep parents informed of their child's progress. The childminder welcomes parent's suggestions and ideas for supporting their child's learning, such as places to visit and using phonics for promoting early reading skills.

The childminder knows the children well because she spends time effectively interacting with them to support their learning and development through play. Children count confidently, identify different colours, have an awareness of different animals, learn to name dolls from real-life experiences. Children regularly visit the local farm, library, parks, and community groups. These experiences allow them to explore their community and socialise with other children. Children use a range of tools supporting their physical development, such as scissors for cutting, brushes and tools for playing with play dough. Children explore a range of mediums, allowing them to be tactile, such as playing with jelly, paints and glue for creating collages. Interests developed in children's own homes are supported by the childminder, such as using binoculars to explore insects. Children present a strong sense of belonging with the childminder; they receive cuddles and reassurance when they feel insecure. Consequently, they quickly return to feeling confident and settle to playing happily. A range of cause and effect, interactive resources engage children to learn to follow specific actions to gain an outcome if operated correctly. The childminder effectively extends the children's language development by asking questions, giving children time to share their experiences and talking about what they are doing. The childminder is supportive of children with early reading and writing skills, providing resources to support these skills. Children celebrate a range of community festivals, enhancing their awareness of others. Children grow plants in the childminder's front garden, showing pride in their role of nurturing the growth of strawberries.

Children develop good self-esteem because they receive encouragement from the childminder, for example, she praises them when they complete puzzles or behave well. Children behave very well because they receive good levels of interaction from the childminder and are engaged in activities that are of interest to them. Children learn about safe practices from an early age because the childminder uses practical exercises and books to support their understanding. For example, children engage in monthly evacuation drills and learn about the importance of following road safety procedures. Children enjoy a nutritious diet, which also includes food from the childminder's own culture. Children are aware of the childminder's support for the 'five-a-day' theme for fruit and vegetables. They benefit from fresh air daily as they go out daily; they use large equipment in venues visited to promote their physical development.



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