

Inspection report for early years provision

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Inspection date	12/06/2012
Inspector	Kerry Iden
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 was registered in 1994. She lives with her husband, daughter and granddaughter in the London Borough of Hackney. Most areas of the ground floor maisonette are used for childminding, and there is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She may care for no more than three children under eight years at any one time, one of whom may be under a year. The childminder also works with her two assistants. The childminder currently has four children on roll, two of whom are in the early years age group. The childminder walks to local groups, schools, the park and other places of interest. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder offers children and their families a warm, nurturing environment, where her two assistants support her care of the children well. The children are very settled, happy and confident in the setting. Their needs are successfully met through generally good communication with the parents and through ongoing observations. Children's safety and welfare is effectively supported, overall. The childminder works closely with her assistants to identify strengths and many of the areas for improvement. She has addressed all recommendations from the last inspection, demonstrating a good ability to maintain continuous improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- obtain and maintain a paediatric first-aid qualification (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register) 13/09/2012
- develop the daily record of children looked after on the premises to include their full names and their hours of attendance (Documentation) (also applies to both parts of the of the Childcare Register). 29/06/2012

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

- develop further the two-way flow of information with parents regarding children's starting points and their achievements at home.

The effectiveness of leadership and management of the early years provision

The childminder effectively monitors the environment to provide the children with a safe place to play. Detailed risk assessments of the home identify hazards, which are recorded and prioritised. The childminder works collaboratively with her assistants over the protection of children. She shares her child protection responsibilities with parents through the written policies and procedures in place. To develop children's understanding of safety, the childminder regularly completes evacuation practices with the children. Parents receive detailed written information following any accidents. The childminder's paediatric first-aid certificate has recently expired. This is a breach of a specific welfare requirement. However, there is no impact on the children's welfare because the childminder always works with her assistants, both of whom hold paediatric first aid certificates.

The childminder and her two assistants work well as a team. They draw upon each other's strengths to support the setting. Together, they are evaluating their setting and are aware of the strengths and areas for development. The childminder has recently been working on the development of her documentation. Although all required documentation is in place, details of children's full names and their hours of attendance are not included in the register, which is a breach of a legal requirement. However, there is no impact on children's safety as the childminder only cares for two children in the early years age group, and their days and times of attendance are regular.

Parents are encouraged to evaluate and share ideas and their opinions are valued. For example, parents were consulted on the use of intercoms when children sleep. This consultation resulted in more frequent observations of sleeping children instead of the intercoms. Children, too, are valued for their ideas, and the childminder makes provision for their ideas to be incorporated into her practice. The childminder also evaluates the use of resources. She and her assistants are aware of children's favourites and use them effectively to support their learning. Children are independent in selecting resources and know of others that are not instantly available. Good use is made of the local environment to help children learn about their own community. They mix with diverse groups at singing and activity groups. Through baking activities and meals children are learning about different places where the food has come from. This helps them to learn about differences in people and their ways of life. The childminder knows children and their capabilities well. Therefore, although children are similar in age she has a good understanding of supporting each child individually.

Partnerships with parents are strong. The childminder is aware of the importance of extending these relationships. She has previously gained support from other professionals and knows to share developmental information when children attend other early years settings. Parents receive detailed information when children start in the setting. They are encouraged to share lots of information, particularly about

children's routines, comforters and needs. Less information is gained regarding children's starting points and their achievements at home to help the childminder plan their next steps. Parents receive daily feedback about children's time in the setting and their progress. Additionally, observations on children's development and photographs are shared with parents on a regular basis. Parents report on their complete satisfaction stating that the setting is like an extended family.

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

Children are very settled and happy, and demonstrate high levels of confidence. They have strong relationships with each other, the childminder and her two assistants. Through a good balance of child-initiated and adult-led activities, children are making strong progress towards the early learning goals. They are articulate and make themselves clearly understood when giving adults instructions in their play. The children are motivated and interested in a broad range of activities and take responsibility for what they do. The childminder and her assistants work together to support the children's development. From their observations, they share ideas for the next steps in their development and discuss them with parents.

Children are secure and have a strong sense of belonging in the setting. With their individual routines and needs met, children are able to play, rest and learn according to their own needs. Children's understanding of safety issues is demonstrated through their play, and they recognise and confidently talk about dangers and how to keep themselves safe. For example, children aged just two years talk about the dangers of the road and know they have to look out for cars when crossing the road. They are also learning how to use appropriate tools in the setting, such as knives and forks at meal times. Children enjoy their food and are quick to get ready for lunch. They understand the need to follow good hygiene practices in which they are supported. The childminder prepares freshly cooked meals for the children. Through meals and cooking activities children are able to try new tastes and are beginning to understand where their food comes from. The promotion of fresh air and exercise also supports children's healthy lifestyles. Children enjoy time at local parks, where they develop coordination and balance, singing and dancing groups, or tent and tunnel play indoors, all of which supports their physical development.

Children's progress in communicating, literacy and numeracy skills is developing well. They are articulate, clear and confident speakers. They enjoy stories with the childminder and the assistants, who know their favourite books. Stories become interactive with lots of open-ended questions. Children have a good awareness of colours, numbers and size, which promotes their mathematical concepts. They compare sizes of clothing as they role play with irons. They identify different colours, some quite challenging, in play and discussion with adults. Therefore, children are well equipped with the skills they will need for their future learning. Children's creativity is promoted through a variety of craft activities. Their love of

music, both CD's and that which they make themselves with drums and other instruments, further develops their creativity. This is also extended to music and dancing groups within their community, where they extend their relationships with others. Children are valued for their ideas, and all adults listen and respond to their requests. They play well with each other and are able to share resources with only occasional support from an adult. Therefore, they are able to make and are respected for making a positive contribution to the setting.

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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early Years section of the report (Records to be kept; Welfare of the children being cared for). 29/06/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early Years section of the report (Records to be kept; Welfare of the children being cared for). 19/06/2012