

Inspection report for early years provision

Unique reference number	EY281359
Inspection date	29/06/2012
Inspector	Catherine Greene

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 2004. She lives with her adult son in a terraced house in the Angel area of the London Borough of Islington. All rooms on the ground floor and the bathroom at basement level are used for childminding purposes. The garden is available for outdoor play. The childminder is registered on the Early Years register and the voluntary and compulsory parts of the Childcare Register. She may care for five children under eight years at any one time, of these three may be in the early years age range. There is currently one child on roll. The childminder is qualified in Childcare and Education at level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has an extensive knowledge of the Early Years Foundation Stage and offers a wide range of interesting experiences for children. She supports children's play, development and learning well in a calm and relaxed environment. The childminder warmly welcomes and skilfully settles children so they are very secure and their needs are well met. All policies, documents and procedures are up-to-date with some systems, such as learning profiles being re-established. Well established partnerships with parents overall effectively enhances the quality of care and the childminder demonstrates good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further systems to enable parents to review their child's ongoing learning and development.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of the need to protect children and of how to respond to any concern about a child. She has continued to update her knowledge of child protection procedures and good arrangements are in place to protect children from people who are not vetted. Children are closely supervised and the childminder reduces hazards for children through detailed, daily, premises and outings checks, that are supported by regular review.

Policies and procedures are available to parents in the childminder's operational plan and on notice boards. Other documentation, including those that support

children's health and well being are consistently completed and updated. The childminder is very clear about her role and responsibilities. She works very closely with parents, other settings children attend and the local authority. This supports continuity in children's learning. Parents receive detailed information about the childminder's flexible service through daily conversation. Parents continuing involvement is strongly encouraged and they contribute suggestions for activities, which they know their children particularly, enjoy. This is not yet fully developed with regard to parents reviewing their child's ongoing learning.

The childminder has continued to reflect on her practice and complete childcare training and qualifications. She is very able to identify the strengths and areas she can improve. Through this process of self-evaluation, she has reflected on the available play space. She has plans for a large storage system that will both extend the space and make it possible for children to be more independent and able to self-select. Resources are plentiful and children make good use of these for their own ideas to develop their own play.

The childminder promotes equality and diversity with good outcomes for children. She has an inclusive setting where all children's differences are valued and respected. She provides good opportunities for children to learn about the world around them. Together they celebrate different cultural festivals by sharing food and stories, and children enjoy making arts and crafts that note the occasion.

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

Children enjoy their time with the childminder and have fun as they play and explore. The childminder is warm and nurturing. She is sensitive to children's needs and happily includes them in play and conversation. She encourages children to socialise as they regularly attend playgroups. Here they experience sociable times in which, they choose and listen to stories to help them settle and interact considerately with other children.

Children eagerly choose to play with interesting resources from a wide range available. The childminder regularly observes each child's activities to offer good support for their progress. Her plans include to create attractive, photographic records to study the areas of learning covered and in order to be aware of children's next steps. Planning includes suggestions that children offer so the childminder builds upon their ideas and interests.

Children acquire good skills for the future. They spontaneously engage in activities that involve collecting and posting shapes in the interesting shape sorter. Children are very independent and confidently pose problems for themselves when combining the parts for the home corner. Children concentrate well on their chosen play. This includes treasure baskets, boxed games and construction. Children become engrossed in their role play, for example, with the home corner tea cups and plates. Children feel safe as the childminder spends time before they come to her conscientiously settling them in. This includes home visits to get to

know the children and their families prior to taking care of them in her home.

The childminder provides very well for outdoor activities and relaxing and play in the garden. Children learn to keep themselves safe as they negotiate the steps down to the garden under the childminder's watchful guidance. The childminder supports children well to think of safety as they participate in challenging activities and they are very confident as a result.

Children effectively learn about the importance of being healthy as they learn good personal hygiene practice, as they know to wash their hands before they eat. They choose from a generous menu of nutritious food offered for snacks and the childminder works closely in partnership with parents if they choose to provide lunch. A choice of drinks is readily available for children so that they do not become thirsty.

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

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