

Inspection report for early years provision

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Inspection date	10/07/2012
Inspector	Deborah Jane Orchard
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 2006. She lives with her family in Highbury in the London Borough of Islington. They live in a second floor flat in a converted house. All areas of the home are available for childminding purposes. The childminder takes children to the local park for fresh air and exercise.

The childminder is registered to care for a maximum of four children under eight years at any one time; of these, no more than three may be in the early years age group. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There is currently one child within the early years age group on roll. The childminder visits local drop-in groups with minded children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder recognises each child as an individual. She has a secure understanding of their needs through establishing effective partnerships with parents. Overall, children make good progress in most areas of their learning and development. The childminder has a good understanding of how to promote children's welfare and keep them safe. The childminder is committed to developing her knowledge through training. She reflects thoroughly on the service she provides, demonstrating her good capacity to make continuous improvements.

What steps need to be taken to improve provision further?

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

- provide regular opportunities for children to find out about technology, incorporating resources that children recognise, such as cameras and torches.

The effectiveness of leadership and management of the early years provision

The childminder has good knowledge and understanding of safeguarding issues. She has a detailed child protection policy, which contains all the required information. She has attended safeguarding training, which supports her in keeping her knowledge up to date. The childminder has a secure understanding of her role and responsibilities regarding safeguarding children in her care. She supervises children carefully to help keep them safe. The childminder identifies and reduces potential hazards within her home. She carries out thorough risk assessments of the premises and for any outings. The childminder provides the

required fire safety equipment and has addressed the recommendation made at a previous inspection. She now regularly practises evacuation procedures with the children. This helps children remain safe in her care.

The childminder offers good opportunities for development and learning for all children. She recognises each child as unique and treats them with respect. The childminder values equality and diversity. She provides a wide range of resources, which positively reflect the wider community and capture children's interests. The childminder helps children to value differences, share and be kind to each other. The home is well organised, allowing children to access stimulating toys and resources easily and make independent choices in their play. Children are able to eat comfortably, as age-appropriate furniture is available.

The childminder makes all her policies and procedures available to parents. The policies support the childminder in enabling the provision to run effectively. The childminder continues to build on the good service she provides by reviewing what she offers. She completes a thorough written self-evaluation and addresses any recommendations made from the local childminding network. This supports her in being able to clearly focus on and identify her strengths and areas for development. The childminder updates her knowledge through attending further training, which helps her to drive future improvements.

Children benefit from effective relationships the childminder establishes with parents. Daily verbal communication provides a good two-way flow of information. Communication books are available for parents who may have less time for detailed daily discussions. The books include information regarding activities and personal routines to help ensure good continuity of care. Parents are welcome in the home and the childminder values their ideas and comments. She periodically uses questionnaires to help shape her service. The childminder works successfully with other professionals who support children's care. She establishes good links with the local school where children attend. This helps her provide continuity to children's care and learning.

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

Children are happy and relaxed, as they receive care from a warm and affectionate childminder. Children settle well and show a real sense of belonging in the childminder's home. She spends time getting to know them, responds positively to their suggestions and engages well in their activities. The childminder provides children with a good range of interesting activities both in the home and on outings. For example, they make regular trips to the local children's centre and groups. This provides children with opportunities to engage in a wide range of additional activities and to socialise with others.

The childminder has a clear understanding of the Early Years Foundation Stage framework and how children learn. She takes account of information provided by parents and previous settings to support her in planning for each child's individual

needs. The childminder observes children during play and identifies the next steps in their individual learning journeys. She shares developmental records with parents and welcomes their input at each stage. As a result, children make good progress in their learning and development.

Children become engrossed in creative activities, such as card making. They make decisions, selecting pieces of pasta and glitter to decorate their images. They develop their small muscle movements as they carefully pick each piece up. Children feel very proud of their creations as they receive lots of praise and encouragement. Children develop pre-writing skills as they make marks on their own work. They thoroughly enjoy role play, which helps develop their imagination. They have great fun dressing up as penguins and princesses and acting out the different characters. They are developing their self-help skills, quickly mastering skills in putting on the outfits themselves. Children are gaining a good understanding of the wider world. They find out about people who help us, as they wear nurse's outfits and use the medical kit. The childminder supports children's learning by engaging in their play and explaining the use of the medical equipment. They learn about the natural world as they go for walks in the fresh air. However, there are fewer opportunities for children to engage in exploring technology.

Children are developing high levels of confidence as the childminder encourages them to try to work things out themselves. For example, as they play card matching, she encourages children to look at each card and think about what they see. This helps children develop their skills for the future effectively. Children solve mathematical problems during daily activities, sorting and counting pretend food as they play shop. Children behave well in the childminder's home as they are engaged in purposeful play. They take responsibility to help tidy up the toys. Children develop good communication skills, contributing during story time. They enjoy selecting books and sitting with the childminder to listen to a story. The childminder extends children's language by asking open-ended questions. She gives children time to look carefully at each page and discuss what they see. Children retell familiar stories, enjoying talking about the characters in the books.

Children have good opportunities to learn about healthy lifestyles. They frequently participate in physical exercise, making trips to the park where they use large apparatus. Children enjoy nutritious foods at meal times, which meet their individual requirements. They develop good personal hygiene routines, recognising when they need to wash their hands and get a tissue to blow their nose. Children are learning how to stay safe as they talk about road safety when crossing the road. They are able to feel secure as they share trusting relationships with the childminder.

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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