

Inspection report for early years provision

Unique reference number	102131
Inspection date	18/07/2012
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 1992. She lives with one adult daughter in a maisonette in Kentish Town in the London Borough of Camden. She is registered on the Early Years and compulsory and voluntary parts of the Childcare register. There are three children in the early years age group on roll.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are supported by a caring childminder, who interacts with them as they play, helping to develop learning. The childminder continues to attend training opportunities to ensure good outcomes for children and continual improvement in her professional development. Regulatory documentation is well organised and, overall, the childminder has established good working relationships with parents and other professionals within the local authority.

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 and contribute to 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 child protection procedures. Written policies and procedures are in place to support practice. Comprehensive risk assessments help identify potential hazards to children at the setting and when on outings. The childminder also carries out very detailed daily checks of the indoor environment to help keep children safe. She supervises and supports children closely during activities teaching them how to manage their own safety.

The childminder is committed to continuous improvement and makes time to reflect on her work using self-evaluation in order to ensure that children's welfare and development is supported. Children choose what they want to play with and very confidently help themselves to easily accessible and clearly labelled resources. This helps to promote their independent learning.

Parents benefit from an experienced childminder who knows the local community well, this helps very much with the exchange of information. Effective links with partners involved with providing additional support to children, including other registered childminders at the drop in, provide a supportive network. The

childminder finds out as much as she can from parents before children start. From this point, she plans activities and routines to meet children's individual needs. She shares information with parents through daily, verbal feedback. She also provides written records of children's time spent with her, to share with parents. Parent's comments and contributions are not yet included in the overall assessment.

Children build a strong awareness and understanding of others because the childminder actively provides opportunities for them to mix regularly with people from a diverse range of backgrounds. She is committed to raising children's awareness through positive role modelling, behaviour and understanding about the diverse community. Through this positive approach, children are able to appreciate their own culture and others cultural traditions.

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

Children enjoy a wide range of stimulating activities both in and outside the home. The childminder demonstrates a good understanding of how children learn and develop. They are free to make choices in their play to promote their independence skills. They benefit from the warm and supportive atmosphere created by the childminder who is skilled at developing trusting relationships with children. Children respond well to the good communication and listening skills demonstrated by the childminder. They behave really well under her calm guidance.

Activities are set out on arrival for children, they are encouraged to contribute and the childminder supports them as they make choices and lead their play. Children's achievements are recorded in learning journals that include a catalogue of photographs and examples of their creative work. Children's progress is captured through observations and assessments. These assessments are effectively used to help plan for the next steps in children's learning and development.

Children develop their communication skills as they interact with the childminder while they play. They sing favourite songs and rhymes and share stories with the childminder joining in. She makes sure that children have access to books at all times to support their learning. Children are very proud of the book they have made with the childminder containing photographs of the outings they have enjoyed and their favourite animals at the city farm and zoo. The childminder is supporting children to develop their own ideas. She shows interest in what children are doing as they sit and design their collage with scissors and glue and colourful creative materials. This highly encourages children to become active learners and develops their imaginative and creative skills. Children show their delight as they experiment with cutting out shapes and peeling the backs off stickers. Older children enjoy technology and competently use the computer for educational activities that they can print off to take home. This helps them develop good skills for the future.

Children have some good opportunities to extend themselves physically, playing at the park and using equipment such as large play equipment, bikes and balls. The childminder is committed to taking children out each day. Children enjoy play in the open air and confidently initiate their own lively and energetic free play.

The childminder's home is well maintained and very clean. Children keep healthy as they wash their hands before having their snack. They enjoy freshly prepared meals cooked by the childminder encouraging them to develop new tastes and a preference for healthy foods. They are encouraged to sample new foods and are reminded to drink regularly. The childminder has a valid first aid certificate to enable her to treat the children appropriately in the event of an accident.

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