

Inspection report for early years provision

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Inspection date	08/08/2012
Inspector	Julie Biddle
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 registered in 2011. She lives with her two adult children and one younger child in the London Borough of Islington. She lives in an apartment. Children have access to the main living room, kitchen and bathroom. There is no outdoor area, however, the childminder makes use of local parks. The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. She is registered to care for a maximum of three children under eight years, of whom no more than two may be in the early years age group. There is currently one child on roll.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are warmly welcomed into the childminders home. Good systems are in place overall to ensure that all children's individual needs are well met. The childminder has effective partnerships with parents to ensure consistency in children's welfare and learning. Partnerships with others continue to develop. Children enjoy their learning and overall they make good progress through taking part in a range of challenging activities and experiences. The childminder has implemented an effective system to evaluate her setting and demonstrates a good ability to maintain continual improvement.

What steps need to be taken to improve provision further?

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

- request written permission from parents to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare) 04/09/2012

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

- share relevant information with others when children attend more than one setting that provides the Early Years Foundation Stage to promote continuity and coherence in children's learning
- plan a wider range of experiences that develop children's knowledge and understanding of the local and wider world.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of her responsibilities regarding safeguarding to promote children's safety and welfare. She has attended safeguarding children training and a written policy is shared with parents. This means they are aware of her role in protecting their children and the actions she will follow should there be any concerns. The childminder has completed thorough risk assessments for both her home and outings in the community. The childminder helps children to learn about keeping themselves safe when out in the community. For example, children learn about crossing the road and the colours of traffic lights. The childminder obtains most of the required permissions, however she has failed to request written permission from parents for seeking emergency medical treatment or advice. This is a breach of a legal requirement. However, the impact on children is limited as she has a clear procedure to follow in the event of a medical emergency. The environment is welcoming and there is a good range of well-organised resources and age-appropriate equipment to promote children's interest and enjoyment. The arrangements enable them to independently select their preferred resources and make informed choices about their play. As a result, children are suitably challenged and make good progress in their learning and development.

The childminder has a good knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage framework. She continually talks to children about what they are doing and makes all experiences a learning opportunity. Partnerships with parents are effective. The childminder works closely with parents, to understand and meet the needs of the individual children. On going communication, using methods that suit the parents mean they are very well informed about their own child's progress and well-being. In addition, the childminder completes regular written reports of the children's development, which means parents are fully involved in their child's learning and development. The childminder has a good understanding of her role to establish links with the children's school to ease their transition and ensure their continued learning. However, partnership working with other providers children attend is in the early stages, and does not fully promote continuity and coherence in children's learning.

The childminder has good systems in place to evaluate her work and promote improvement. Since her registration the childminder has enrolled on further childcare training. She continues to look at training opportunities to develop and enhance her childcare service.

The childminder provides an inclusive learning environment where all children are treated with respect and kindness. She ensures the learning environment is available and accessible to all children meaning they all have an equal chance to learn and develop. Children's individuality is recognised and nurtured by the childminder. She knows them well and has a good knowledge of their individual needs and requirements.

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

The childminder has created an environment where children are confident, enthusiastic and motivated to learn. The childminder arranges activities and experiences that are varied and exciting. There is an effective balance of adult and child-led play. Effective planning of activities is linked to observations and assessments of the children, who the childminder clearly knows well. Plans are tailored to meet the children's welfare and, learning needs. Systems are in place to complete observations and assessments, which are placed in individual books to show the progress the children are making. Photographs show the fun children have as they play and learn. Children have some opportunities to learn about the world around them through planned activities, such as celebrating Christmas and attending local groups. However, these are not fully developed to enhance children's understanding of the wider world and how other people live. Children enjoy activities in the community such as the local park where they climb the slide and other large equipment. The childminder includes mathematical concepts in every day play, for example as the children weigh ingredients for cooking. Opportunities are used in everyday situations to extend and develop children's language and thinking skills. The childminder encourages the children to answer her open-ended questions and to think for themselves. Activities such as painting and sticking enhance children's creative minds. Cooking cakes and decorating them gives children the opportunity to eat their creations. They have great fun making play dough using the recipe to check the ingredients. The children laugh as they mix and knead the dough adding colours and scents. All these experiences help children develop useful skills for their future lives.

Children are kept safe, as the childminder's home is secure at all times. Children's knowledge about personal safety is successfully encouraged by gentle reminders from the childminder and by practising fire drills. Children are learning about the importance of good personal hygiene through daily routines. Balanced and nutritious meals support children's good health and effectively promote good lifestyle habits. The childminder holds a first aid certificate and any accidents or illnesses are managed well. The childminder uses a very positive and consistent approach to managing children's behaviour, which takes into account their age and understanding. The children are happy in the warm and caring environment and have developed very secure relationships with the childminder. Children are settled in the childminder's care, and express themselves confidently, knowing she will respond positively. The lively and enthusiastic childminder creates a warm and welcoming atmosphere where children are interested to learn, play and develop.

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:	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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