

## Inspection report for early years provision

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<b>Unique reference number</b>	EY415545
<b>Inspection date</b>	13/08/2012
<b>Inspector</b>	Maria Conroy
<b>Type of setting</b>	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 2011. She works with another registered childminder at the same premises. The family home is in a fourth floor flat in Islington, in the London Borough of Islington. The childminder uses all rooms within her home for childminding purposes. There is no garden but the childminder uses local parks and children centre's for outdoor play. The childminder is registered to care for a maximum of two children under eight years, of whom one may be in the early years age range. When working with another childminder at the premises, she may care for a total of no more than five children under eight years; of these, not more than four 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.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are happy and settled and the childminder knows their individual needs well. The childminder maintains the required documentation and records which ensures she meets regulations. The childminder has attended some training and works with her co- childminder to address areas for improvement. As a result this demonstrates a good capacity to improve. Overall, there is a variety of good quality resources for children to use to promote their learning. Partnerships with parents are generally positive and the childminder has an awareness of her role in relation to working with other professionals.

## **What steps need to be taken to improve provision further?**

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

- make photographic books about the children in the setting and encourage parents to contribute to these to further support children's understanding of themselves
- further develop the systems in place to encourage parents to contribute to the planning for their child's development.

## **The effectiveness of leadership and management of the early years provision**

The childminder has a good understanding of how to safeguard the children in her care. She is aware of the procedures to follow should she have concerns about a child. As a result, this promotes children's welfare. Effective policies and procedures are in place, which support the practice of both her and her co-

childminder, which helps to ensure consistency. The childminder conducts risk assessments on the areas used by the children and the outings they participate in. These help her identify and minimise hazards to children, which further promotes their safety.

The childminder reflects on her practices and identifies further areas for development. She has begun to seek the views of parents as part of her self-evaluation, although this process is in its early stages. She uses a check list to support her in monitoring the systems in place to meet the regulations. This is the childminder's first inspection; she has completed training on the revised Early Years Foundation Stage enabling her and her co-childminder to prepare for the changes in practice ahead. As a result the childminder positively drives improvement to promote effective outcomes for the children.

Equality and diversity practices are good. The childminder has a good knowledge of children's individual needs. She understands the way in which she can support their learning both in the home and through local outings. The childminder and her co-childminder have recently developed resources to enable children to learn positively about diversity. For example, bunting with flags from around the world decorates the area where children explore musical instruments from different countries. Children enjoy looking at photographs of people from different backgrounds and listening to stories that promote diversity. This has not been extended to include photographs of the children and their own family members to help children gain a firm understanding of their own identity.

The childminder effectively organises her home, to make the best use of the space available. Resources are attractively set out, to encourage children to explore and investigate. A good variety of resources is available to promote all six areas of learning. The childminder and her co-childminder effectively work as a team to support children's learning. They use open ended questions and model language to encourage children's communication.

Overall the childminder has a positive relationship with parents, ensuring together they meet the individual needs of each child. Documentation shared with parents when they first place their child, informs them of the service she will provide. A notice board displays information such as registration and first aid certificates. Regular emails provide opportunity for parents to make comments for example requests about sleeping patterns. However the childminder has yet to develop an effective system to enable parents to contribute to planning for their child's development.

There are currently no children on roll who attend other settings or need support from other agencies. However, the childminder is aware of the need to work in partnership with other settings if the need arises.

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

The childminder has a good knowledge and understanding of the learning and development and welfare requirements, which helps her to support and promote children's learning and well-being. Children are well supported and protected, due to the effective policies and procedures implemented. The childminder observes the children and then uses this information to identify and plan for their next steps for learning. She clearly identifies the resources and adult input required to implement the activity.

There are many opportunities to promote children's communication and language skills during the day. For example they learn to identify objects when they explore books. They take part in actions songs and follow simple instructions as they laugh and giggle and jump like bunnies. Children enjoy mark making using different resources such as paint brushes, crayons and cars in the sand. They gain mathematical concepts, through play, for example; they listen to older children singing counting songs, match, and compare animals to those in the book. There is opportunity for children to see numbers displayed around the play area. Children learn about cause and effect when they explore interactive books. As a result they gain the skills they need to move on to the next stage of their education.

Children are very secure and develop a sense of belonging with the childminder and her co-childminder, due to the effective routines in place. Children are learning to keep themselves safe as they gain confidence in using different tools such as using plastic knives to cut the play dough. In addition children take part in regular fire drills which enable them to learn how to vacate the building in the event of a fire.

Children are learning to gain a good understanding about having a healthy lifestyle. They enjoy the food provided by their parents and healthy snacks such as cucumber, rice cakes and pear. Children have many opportunities to take part in physical activities, for example they enjoy climbing and exploring in the soft play area and going to the park.

Children are very settled and appear happy, and as a result they confidently investigate and explore the toys around them. Children are learning to take turns and share, and the childminder has some duplicate items which prevents disputes between young children. The childminder promotes positive behaviour and praises the children when they do well, which results in a big smile. Children's behaviour is good and children are they are kind and caring towards one another. For example a child finds the toy the other child was looking for and hands it to them.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	3

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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