

Inspection report for early years provision

Unique reference number	133183
Inspection date	03/07/2012
Inspector	Anahita Aderianwalla
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 was registered in 2001. She lives with her husband and two children aged five and eight years old, in Barnsbury in the London Borough of Islington. The whole of the ground floor of the childminder's home is used for childminding and there is an enclosed garden for outside play.

The childminder may care for no more than five children under eight years; of these, not more than three may be in the early years age group, and of these, not more than one may be under one year at any one time.

The childminder works with her husband, who is an assistant. Currently, she is minding five children in the early years age range. The childminder walks to local schools to collect children. The childminder attends local childminder groups. She is a member of a childminding association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and enjoy their time in this relaxed childminding home. The childminder provides activities that enable children to make good progress in most aspects of their learning and development. Children are supported well during play as she recognises the uniqueness of each child. Effective working partnerships with parents help to ensure the children receive continuity of care. The required documentation is in place to promote and safeguard children's welfare. The childminder demonstrates a good capacity to maintain continuous improvement as she evaluates her provision well overall.

What steps need to be taken to improve provision further?

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

- review the organisation of resources that show positive images of individuals with a disability, to increase children's understanding of the diversity of our wider world and make them more accessible in daily play
- develop systems of self-evaluation to include the views of children that will improve the outcomes for children.

The effectiveness of leadership and management of the early years provision

There are robust procedures in place to protect children in the home of the childminder. The childminder has a good understanding of child protection issues and of the procedures to follow if she has concerns about a child. The childminder

is vigilant about children's safety and carries out robust risk assessments of her home. In addition, she maintains detailed risk assessments of outings and has recently attended a refresher course to update her knowledge of safeguarding issues. She has a comprehensive set of policies that are used effectively to promote the welfare and safety of the children. For example, she has various fire safety equipment in the home and practises the evacuation procedure regularly with the children in her care.

The premises is organised well to allow children to move around freely and safely as they play. The childminder retains children's interest of equipment by regularly introducing different items that are stored elsewhere in the home. A wide range of resources are mostly made accessible to children within the play environment, which enables them to make choices during their play. However, the organisation of the resources which promote children's understanding of disability, are not always freely available to children in their daily play. The childminder develops positive relationships with parents, which supports her in following children's individual needs. The informal discussions at the beginning and end of the day ensure that there is a regular exchange of information with parents about their child's well-being. She seeks and takes account of the views of all her parents and shares their child's learning journal with them, which includes photographs and examples of their child's work. In addition, there is a regular exchange of information with parents, providing them with comprehensive information on their child's well-being and their progress in the Early Years Foundation Stage.

Parents are happy with the care provided and the childminder's flexibility in accommodating their individual needs. Partnerships with other settings children attend are well developed and information is routinely shared with the other settings the children attend. This successfully supports continuity in children's care and learning. The childminder recognises the importance of continuing to develop her childminding provision and has effective systems to identify and highlight all areas for improvement for children. The childminder takes account of the views of parents and some older children. Although, the childminder does not fully take into account the views of younger children who attend the setting to further improve outcomes for all children.

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

The childminder has a good knowledge and understanding of the early learning goals. Along with her effective skills in engaging children in challenging and stimulating activities, she successfully helps children to make good progress in all areas of their development. The childminder has successful systems in place to observe the children's development and to plan their next steps in their learning.

Children benefit from the well-resourced home and garden where they can play and develop their understanding of nature, for example, through activities like planting in the garden. Young children are developing language for communication in a variety of ways including babbling and copying new words. The childminder

responds by being physically close, making eye contact and imitating the sounds with her voice. The childminder is aware of the children's stages of development and plans activities to encourage these. For example, by having well-planned areas so that young children can gradually become more controlled with their movements and walk with confidence.

Older children enjoy exploring and investigating their community with planned visits to local libraries where they love to read their favourite stories, or travel on public transport as they learn about different modes of transport. Their imagination is developing as they play creatively with a range of small world play, such as feeding dolls and playing with a large castle and small world figures as they make up their own stories. Children develop early technology skills as they explore electronic toys, which help them to learn problem solving, through recognising numbers, shapes and colours. The children particularly like the glasses with different coloured lenses that teach them to recognise the primary colours and challenge older children to learn about mixing colours.

Children are comfortable and settled in the childminder's care. They benefit from positive relationships with the childminder and her family. As a result, children feel safe and secure. Healthy lifestyles are promoted well. Children have plenty of opportunities for daily physical exercise outdoors, either in the back garden or in the local parks and community resources. The childminder provides children with a very balanced and nutritious snacks and meals and is aware of children's individual dietary and cultural requirements. The childminder takes effective steps to ensure children in her care remain healthy. For example, children learn to wash their hands independently after mealtimes and they do not attend the setting if they are unwell.

Positive and gentle support from the childminder helps children learn how to behave. For example, the childminder involves children in making house rules. As a result, they know what is expected of them which helps children to feel secure and develop a sense of belonging. Children also learn how to keep themselves safe when near roads or by practising emergency evacuation drills. Children demonstrate that they feel safe with the childminder. Older children confidently express their wishes, such as requesting to play with a particular toy. Children benefit from the care and kindness the childminder gives 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

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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