

Inspection report for early years provision

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Inspection date	22/03/2011
Inspector	Liz Corr
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 was registered in 1994. She lives in a two bedroom ground floor flat in a purpose built block in the NW1 area of the London Borough of Camden. Children have access to the living room, play room and bathroom. They also have access to an enclosed communal garden. The childminder has two small dogs.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of three children under eight may attend at any one time, of whom, three may be in the early years age range. There is currently one child on roll in the early years age range. The childminder also cares for her grandchild who is in the early years range.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are settled and secure as the childminder gets to know them well and provides an inclusive environment to meet their individual needs. They are making good progress towards the early learning goals as they access a variety of play materials and organised activities at several local drop-in groups. Secure partnerships have been developed with parents, which provide a two-way flow of information to meet each child's needs. The childminder has begun to evaluate her provision and demonstrates a commitment to maintaining continuous improvements.

What steps need to be taken to improve provision further?

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

- further enhance the good systems for developing communication by introducing makaton and phonics in everyday practice and further promote children's understanding of other languages
- develop further a culture of reflective practice and self-evaluation .

The effectiveness of leadership and management of the early years provision

The childminder has a clear understanding of her responsibility to protect children from abuse. Furthermore she understands the process for reporting concerns to the appropriate agencies. The home has been risk assessed which ensures that hazards are minimized so children can move freely around the home. Individual outings have been risk assessed which promotes children's safety on their journeys to the different settings they attend. The childminder has devised a clear evacuation procedure which ensures she is well prepared in the event of an

emergency at the setting. Clear records are kept of each practice.

The childminder is committed to making further improvements to her service. She has developed secure partnerships with her local early years service where she accesses support and training. Furthermore, she regularly attends drop-in groups at local children's centre's which provide her with ideas for new activities and resources. Systems for self-evaluation are being developed and the childminder recognises that this is an area she wishes to progress further.

The childminder has developed secure relationships with parents. A two-way flow of information takes place each day which ensures that both parties are well informed about children's individual needs and progress. Clear information is provided to parents when their children start which ensures they are well informed of her responsibilities as a childminder. Parents have provided positive feedback about the service. Comments include, they are happy with the care provided and they like the varied routine their children are always doing something new and interesting. The childminder demonstrates a commitment to working in partnership with other professionals to benefit the children in her care.

The childminder provides an inclusive environment. Effective systems are in place, which help her to get to know each child and their family well. Consequently children's individual needs are well known to the childminder and taken into consideration when making plans for each day. Children are developing a positive awareness of themselves and others as they learn about different cultures and communities.

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

Children are settled and secure here and show increasing confidence as they make choices from a good range of resources which they access in the play room and living room. Toddlers enjoy wheeling the toy shopping trolley from one room to another as they pretend to go shopping. They easily approach the childminder for instance, when they need help with the dressing up outfits. The childminder knows the children well and considers their individual needs when planning activities. They benefit from well planned outings to local drop-in groups where they develop useful social skills as they learn to make friendships within a larger group of children. They are provided with a wide range of creative activities. Furthermore, the childminder introduces some of these activities to the children at home so they continue their learning and enjoyment here. Younger children are provided with a range of malleable activities including, shaving foam. They are gently encouraged to take part and are given all the time they need, while developing their confidence as they try new experiences.

Children are developing language skills as they enjoy looking at books with the childminder. Even younger children show an interest and listen attentively to stories. Furthermore, the childminder engages them in conversations throughout the day which supports their developing language skills. The childminder has

identified that she would like to further develop children's communication skills by introducing Makaton, phonics and their awareness of other languages.

Children enjoy taking part in early mark making and are developing fine motor skills as they use a range of writing resources. They enjoy opportunities to develop skills for the future as they access the toy lap tops. They are delighted as they discover what each button is for. Children are beginning to understand the importance of caring for their environment as the childminder provides a good role model by recycling a range of waste at her home.

The childminder has developed a secure knowledge of the Early Years Foundation Stage guidance. Regular observations and assessments document children's progress towards the early learning goals. Observations are well organised and regularly shared with parents so they become involved in their child's learning. Systems have recently been devised so parents can add to the profile records sharing children's learning and enjoyment at home.

Children have good opportunities to develop a healthy lifestyle. They are learning useful hygiene skills as they are able to wash their hands regularly. They are developing good physical skills at the various drop-in groups and the weekly baby gym session. Children are learning the importance of safe behaviour as they regularly practise the emergency evacuation procedure with the childminder. Furthermore, their awareness of road safety is promoted as they are learning how to cross in safe places and the importance of the symbols at the traffic lights.

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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