

Inspection report for early years provision

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Inspection date	24/05/2012
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.

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 1996. She lives with her husband and 16 year old son in a fourth floor flat in the London Borough of Islington. The main areas used for childminding are the living room, kitchen and a designated play room. The childminder is registered on the Early Years, voluntary and compulsory parts of the Childcare register. A maximum of four children may attend at any one time and there are currently two children on roll. The childminder regularly attends a local toddler group and children's centre.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This considerate and experienced childminder provides a welcoming and relaxed environment for children. In the main, areas of children's learning and development are promoted effectively. The childminder involves parents and children so that they can contribute overall. Training opportunities are taken up to improve outcomes for children and the childminder has established partnerships within the local authority to gain support. Systems for self-evaluation are being established and the childminder is committed to enhancing her existing good practice for the benefit of the children.

What steps need to be taken to improve provision further?

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

- improve opportunities for parents to contribute to their child's individual learning and development record
- enable babies and children to explore creative processes, media and materials.

The effectiveness of leadership and management of the early years provision

The childminder has knowledge of the procedure to follow to report any concerns about a child's welfare. Since the last inspection, she has updated her knowledge of child protection and risk assessment procedures and has attended training. All adults in the home are appropriately vetted. Children are supervised well, and the childminder carries out a written risk assessment of outings and the areas used for children, to reduce the risk of accidents. The good organisation of space allows children to move between the living room and a dedicated playroom. Good communication and relationships are established with parents and children.

The childminder supports children very well. Her reassuring, supportive approach

helps to promote an inclusive atmosphere, where children feel valued. As a result of her positive approach, children are settled and confident at the setting. The childminder is knowledgeable about promoting an inclusive environment for all children. There are positive images and dual-language books, and the childminder greets children in other languages to help value and support positive communication. Children have opportunities to develop a sense of community through activities at the local children's centre. They join in with activities that look at other religions and cultures, where children dress up and try different foods and paint celebration cards and pictures.

The childminder is aware of the benefits of working in partnership with the local authority and a childminding association to support continuous development. She keeps in regular contact with the childminding development and support workers. Parents are valued partners, and the individual needs of each child are taken into account. The childminder has recently introduced written observations of children's development that will allow parents to share their children's progress in more depth. Parents' continuing involvement is strongly encouraged, they contribute suggestions for activities and areas of their children's development. However, this is less well developed in the learning records.

The childminder is continually reflecting on the environment, improving resources and safety for children. The childminder demonstrates commitment to driving improvement and is working closely with the local authority to achieve further development. This is reinforced by self-evaluation that, although in the early stages, is thorough and realistic.

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

The childminder has a developing understanding of the Early Years Foundation Stage. She is beginning to build a profile so she can track and record children's progress. The childminder works closely with groups or individual children to support their learning.

Children play confidently and have plenty of opportunities to develop their communication and social skills. The childminder is knowledgeable about how to interact with and question children to make them think and extend their learning further. She engages children in conversations encouraging them to talk about their own experiences. She explains to babies what she is doing so that they learn to link words with actions. This supports children's language skills, as they gain new words and develop high self-esteem knowing they are always going to get a response from her.

Good opportunities to support children's problem solving and early counting skills regularly happen through various activities and good quality resources. Children build with and count the pieces of blocks, complete puzzles and fill and empty containers whilst counting the shapes. Opportunities for creative play, although available at the drop-in-groups and children's centre, are less well explored.

Children are encouraged to think and make choices about what they want to play with by the childminder, who stays close, offering encouragement during play. Children begin to develop their imaginations and practise with a range of tools and construction materials, developing skills for the future. They use play equipment with confidence as they play with the large teapot and shapes. Older children are very considerate to the younger ones and learn how to play together very well. Positive behaviour is encouraged and acknowledged.

A healthy environment is maintained through effective cleaning and hygiene routines. Children understand to wash their hands before they have their morning snack. The childminder works closely with parents to accommodate children's individual dietary needs, providing freshly cooked, healthy meals and snacks, which the children enjoy. Water is available throughout the day to ensure children are well hydrated. Children benefit from the fresh air, exercise and opportunities to develop physical skills provided when visiting children's centres and parks nearby.

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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