

Inspection report for early years provision

Unique reference number	144461
Inspection date	23/03/2011
Inspector	Catherine Greene
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 has been registered since 1992. She is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register to care for three children under eight years, of whom no more than one may be under one year. There are currently two children on roll in the early years age group. She lives with her husband and grown up son. They live in a three bedroom town house with fully enclosed garden in the London borough of Hackney, within walking distance of transport and parks.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides an inclusive setting where children's differences are valued and respected. Children's health and safety are mostly well promoted. Effective partnerships with parents contribute significantly to the well-being of the children and the progress they make in areas of learning and development. The childminder continuously strives to enhance 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:

- further develop fire safety by devising and practising an emergency evacuation procedure regularly with the children with details recorded in a fire log book
- further develop systems which encourage a two-way flow of information, knowledge and expertise between parents and practitioners include systems for parents to review their children's progress regularly and contribute to their child's learning and development record.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of safeguarding matters. She has repeated child protection training and has a secure knowledge of the procedure to follow to report concerns. The vigilance of the childminder helps to keep children safe at all times. Detailed risk assessments are carried out on the premises and for outings to identify potential hazards and how they can be managed effectively to prevent harm to children. The fire drill has not yet been recorded in a plan and log, however, a procedure is in place and followed closely by the childminder to minimise the dangers to children in the event of a fire.

The childminder is committed to the continuous improvement of her practice. She makes time to reflect on her work in order to identify the strengths of her practice and any areas for improvement that need to be addressed. The childminder works closely in partnership with parents and early years professionals to support children in areas such as communication skills and helping to manage behavioural transitions. Plans for the future include giving parents the opportunity to contribute to the learning record.

Partnerships with parents are well established. There is a daily exchange of relevant information about the children to ensure consistency of care. Parent's questionnaires and information available all help to ensure parents are kept informed about how the children spend their day. Parents comment that they value the contact they have with their childminder, as they keep up to date with the progress their child makes and appreciate that 'she is always willing to help if extra help is needed'. Effective links are also well established with other services involved with providing additional support to individual families such as the local children's centre.

The childminder provides good opportunities for children to learn about the world around them. A range of resources, religious and cultural festivals and celebrations are acknowledged and celebrated. Children also learn about differences and similarities between people as they see a display of photographs reflecting positive images of diversity.

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

Children enjoy their play in the comfort of the childminder's setting. They happily explore and investigate, helping themselves to different items such as building bricks, programmable toys and books from a range so that they are able to self select and make choices. Children press buttons on the alphabet toy and realise if they change the dial they can play the music. Children are absorbed as they play, occasionally looking for reassurance from the childminder, coming to her for cuddles and sitting close to her to read a story.

Children's progress is tracked and recorded through observations and assessments as they play. The next step in each child's learning journey is identified and incorporated into the planning to ensure progress is maintained. The childminder has a good understanding of the six areas of learning and is clear about the types of activity she is providing to support each area. She has the skill to make learning fun and stimulating by following the interests of the children. Communication and language is fostered well through story sessions and trips to the library and local playgroup. Children learn to use programmable toys which help children learn the skills they need to operate information and communication technology in the future. Children have opportunities to learn about the wider world through the range of resources the childminder provides. They have access to books that positively reflect people from different cultures and puzzles that reflect people of different abilities.

Children learn the importance of adopting healthy lifestyles. In the garden children have the opportunity to enjoy messy play in the sand and water tray. They also have good opportunities for physical play in the local park where they can enjoy the swings. Healthy eating is encouraged in partnership with parents. The childminder offers fresh fruit at snack time each day, with milk or water to drink. Advice is also given to parents to help them offer their children healthy options in their diet.

The childminder gently guides young children, who respond very well to her clear direction and are very caring to her and each other. Consistent boundaries help children develop a sense of belonging and security because they understand what is expected of them. The childminder gives warmth and kindness to the children. The children feel safe and so behave well, enjoying the activities and the atmosphere within the childminder's home, which is happy and very homely.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----