

Inspection report for early years provision

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Inspection date	23/11/2009
Inspector	Gulnaz Hassan
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 registered since 1994. She lives with her husband, adult son and her younger son in Stamford Hill in the London Borough of Hackney. They live in a first floor flat, accessed by two flights of stairs, in a converted house. The living room, the kitchen and one bedroom are used for childminding.

The childminder is registered to care for a maximum of four children under eight years, of whom no more than one may be under one year. She is currently looking after three children in the early years age group on a part-time basis. She is registered on the Early Years Register and on the compulsory part of the Childcare Register. There are currently four children on the Early Years Register on roll. The childminder is a member of a local childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder successfully promotes many aspects of the Early Years Foundation Stage (EYFS) requirements within the suitable and inclusive environment. She knows the children well and as a result they are happy, secure and settled. She develops positive relationships with parents which contribute well to children's welfare needs being met. The childminder has completed two level three childcare qualifications since the last inspection. She also attends further training, has good links with her network coordinator and she has met recommendations set at her last inspection well. This is conducive to supporting continuous improvement.

What steps need to be taken to improve provision further?

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

- develop systems to ensure that parents contribute information about their children's learning, interests and development and use this information to extend and promote children's learning
- develop the observations and assessments in place to include clearly identified next steps for children's learning and development and ensure that learning and teaching goals are considered when planning for children's learning

The effectiveness of leadership and management of the early years provision

The childminder has a suitable system in place to monitor and evaluate her service; this ensures that most aspects of children's care and learning are monitored. For instance, the childminder has identified areas for improvement required in her systems for observing and assessing children's learning. The childminder has completed a level three course in home care practice, in addition

to a level three qualification in early years care and education. She has attended a number of courses, such as, allergies and asthma; these are pertinent to the needs of the individual children she looks after. The childminder is in the process of becoming an accredited childminder.

Children are well safeguarded as the childminder has a sound understanding of the indicators of abuse and procedures to be followed should she have a concern. A clear safeguarding policy is in place and shared with parents. The risk of accidents indoors and on outings are minimised as the childminder conducts good risk assessments. These are fully effective in identifying all risks to children on the premises and during all outings. The childminder obtains written consent from parents to seek emergency medical treatment, this was a previous recommendation and she now ensures that any emergency will be dealt with quickly and appropriately. A good understanding of equality and diversity is demonstrated by the childminder. She obtains sufficient information from parents about children's backgrounds, culture and language and uses this well to support children's individual needs and self-identity.

All documentation required to promote the safe and effective management of the setting is in place, fully inclusive and appropriately organised. For example, children's details, medication and dietary information are readily available. Other records, such as the attendance register and accident records are accurately maintained in line with requirements. The childminder has a good range of resources and equipment; these are accessible to all children and meet their needs well.

Suitable procedures are in place to work with parents. Parents are kept informed about their children's learning and development with the childminder; parents have access to children's observations and they have started to make written comments to support this information. Information exchanged by parents about children's activities and interests, for instance that take place during the weekend, are not as yet fully utilised by the childminder to complement and extend children's learning and development further. Parents comment that they are very happy with the childminder; they appreciate the care and range of activities that their children participate in. The childminder has established good links with the other settings that offer the EYFS to the children. As a result, she is able to maintain continuity in children's learning and development between the settings.

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

Children's welfare, learning and development are well promoted. The childminder has recently established a suitable system for observing children and these are in the process of being refined. The observations are clearly used to identify children's progress and some general information about next steps is also documented. The planning in place specifies the activities and outings for each day, however information about learning and teaching goals are not always identified. Children are interested in the good range of activities that are provided by the childminder. They comfortably explore the environment and the available

toys and play materials whilst being supported by the childminder who engages and interacts with children well. There are good opportunities to support all the areas of learning. They enjoy painting and other creative activities. Children enjoy a variety of opportunities to make marks and learn about numbers. They explore treasure baskets full of different sensory and practical kitchen items. Children enjoy listening to stories, they participate actively; answering questions, repeating words and phrases and pointing out objects in the pictures. Children are developing their technical skills with access to the laptop and child-friendly websites. Children have access to a good range of play materials and equipment that positively promote anti-bias and multicultural practice, such as books, dolls and wall pictures and posters. Children's knowledge and understanding of the world is extended well by visits in the community to local shops, local drop-in groups, the city farm and a number of different museums. Children visit the park and a local nature area where children have access to outdoor play opportunities.

Children learn about a healthy lifestyle and their good health is promoted well. Their diet and nutrition needs are well ensured as the childminder has a good understanding of healthy eating and children's individual requirements. A choice of nutritious snacks and freshly home cooked meals are provided, with drinking water available at all times. Children learn about safety, such as crossing the road safely and what to do if they lose sight of the childminder in the park. Children are encouraged to take on responsibility, for instance they enjoy cleaning the table after creative activities and they help to prepare the snacks. Children enjoy being together and the school age children care for the younger children when they are tired or want a cuddle. The childminder praises children frequently to promote their self-esteem and to encourage positive behaviour. Children feel safe in the setting because the childminder offers warmth and security, along with consistent and familiar routines.

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

How effectively is the Early Years Foundation Stage led and managed?	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

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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