

Inspection report for early years provision

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Inspection date	05/12/2011
Inspector	Seema Parmar
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 in 2001. She lives with her husband, an adult daughter and a son aged 16 years. They live in Chalk Farm in the London Borough of Camden. Children have access to all areas of the childminder's home. Access to the premises is gained using a lift to the fourth floor flat. The childminder takes children to local parks for outdoor play. She is registered to care for a maximum of three children under eight years. There are currently two children in the early years age group on roll. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She walks to local schools to take and collect children. She attends toddler groups and the library. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy and settled during the time they spend with the childminder and their needs are effectively met. A wide range of suitable play materials is available for children and, generally, toys and resources are accessible. The childminder observes and records children's progress in their learning and developing, although she does not fully analyse the assessment to plan their next steps. The childminder is committed to improving and developing her service by attending additional training. She has good capacity to maintain continuous improvement in the outcomes for children.

What steps need to be taken to improve provision further?

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

- extend the analysis of observation and assessment to clearly identify children's next steps in each child's developmental progress
- improve the organisation of toys and resources to fully support children's free choices and independence skills.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates that she has a good knowledge of how to safeguard children. For example, she knows what to do if she has concerns about a child as she is familiar with the Local Safeguarding Children Board procedures. The childminder is very conscious of aspects surrounding safety. She carries out daily, visual checks and has written, risk assessments in place for the spaces indoors and for outings. Children's needs are well met, as documentation and records required for the safe and efficient management of the setting are in place.

The childminder has well completed a self-evaluation form that identifies her strengths and areas for development. She has a good understanding of how to further improve her knowledge, understanding and practice in meeting children's individual care and learning needs. In addition, she demonstrates enthusiasm to continually strive to provide a better quality, childminding service. She does this by keeping up to date with necessary changes and recognising the importance of developing her skills by attending training courses. The childminder has addressed all recommendations made at the last inspection; this demonstrates her capacity to make good improvements to benefit the care and well-being of children.

The childminder's home is conducive to supporting children's learning and a wide range of suitable play materials is available. Generally, toys and resources are accessible and children know that they can request toys or activities to be taken out for them to enjoy. Children are valued and respected as individuals. Equality and diversity are threaded through many activities so that children are gaining a strong awareness of the needs of others. This creates an inclusive environment that encourages children to feel a sense of belonging and promotes their self-esteem. The childminder works well in partnership with other professionals at groups attended by the children. She has profound experience of liaising with other agencies to effectively meet the requirements of any child with special educational needs and/or disabilities.

Children's emotional well-being is nurtured. The childminder gathers detailed information about new children's development and any specific requirements, in order to support their welfare and routines. Children benefit from very close communication systems between their parents and the childminder. Parents receive daily information about their children's routine and progress. In addition, policies and procedures are shared extremely well with parents. Questionnaires and letters show that parents are very happy with the childminding service.

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

Children benefit from the loving and caring relationships that they have with the childminder. They often approach and tell her, 'I love you', showering her with hugs and showing that they feel confident, secure and safe in her care. Children behave very well to share and take turns as they play. They show respect for the childminder and each other and help to tidy up after they finish activities. Children are learning to keep safe, as the childminder gives gently reminders and supervises them vigilantly as they play. They practise fire drills on a regular basis to know how to respond in an emergency. On outings, they hold hands securely and learn to be aware of road safety.

Children gain a good understanding about healthy lifestyles. They benefit from making choices of healthy snack foods, such as fresh fruit and breadsticks. They learn the importance of healthy eating from bright, wall charts showing types of fruit and vegetables that make up their five-a-day portions. The childminder

actively makes reference to these charts, inviting children to share how well they think they are eating. Children enjoy the sociable snack times, as they sit and chat away, happily tucking into pieces of apple and banana. Children gain good awareness of their own health and hygiene through daily routines, such as washing after play and before eating. Children have good, daily opportunities to enjoy fresh air and exercise. For example, they visit the local parks, where they develop their large muscle skills as they climb, jump, run and play on the varied apparatus.

Children are well stimulated to learn in the child-friendly atmosphere. The childminder takes out toys for children, whenever they request these. However, the organisation of the resources does not fully promote children's free choice and independence. The childminder has a good knowledge and understanding of how children learn and develop. She uses her understanding of the six areas of learning to ensure that the environment is well presented to capture children's interests. She is linking these to the different areas of learning, though does not fully use her assessment to plan for their next steps towards the early learning goals.

The childminder effectively develops each child's future life skills through a selection of activities that well supports their numeracy, reading and writing skills. Young children recognise numerals and letters of the alphabet and older ones are beginning to learn to write their names. Their understanding of mathematical ideas is strongly encouraged through the introduction of counting as an integral part of their routine. For example, children count during play and at story time. The childminder well supports children's enjoyment of books, as she reads the stories. Children effectively develop their early writing skills as they draw and paint. They develop a strong sense of pride and achievement, as they show off their artwork displayed on the wall. Children develop a good understanding of valuing the differences of people from other cultures. They have good access to resources showing positive images and celebrate different festivals, such as Eid and Chinese New Year.

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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