

Inspection report for early years provision

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Inspection date	29/01/2010
Inspector	Siobhan O'Callaghan
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 2002. She lives with her husband, father and two children aged 13 and 11 years. The family live in the London Borough of Camden. The home is close to local shops and schools. The whole of the ground floor is used for childminding purposes and children have access to the bathroom facilities upstairs. There is a fully enclosed garden available for outside play. The family have several pets including a cat, tortoise and two dogs. However, the dogs are not in the house during childminding hours.

The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register to provide care for a maximum of four children under eight years at any one time, of these, not more than three may be in the early years age group and of these not more than one may be under one year at any one time. She is currently caring for two children in the early years age group; one child attends part-time and the other attends on a full-time basis. The childminder attends local toddler groups and childminding support groups. She is a member of the National Childminding Association and is currently working towards a recognised childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a welcoming and inclusive home environment for children where their individual needs are fully respected. She values working in partnership with parents and all agencies involved in caring for children to ensure their continuity of care. Children are making good progress in their learning and development as the childminder plans a range of interesting activities and experiences which motivate them to learn. Children's welfare is promoted effectively through secure policies and procedures which help to promote their good health and safety. The childminder demonstrates an enthusiastic approach towards developing her practice, she continually updates her knowledge and skills within the early years field as she attends regular training courses.

What steps need to be taken to improve provision further?

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

- develop further self-evaluation systems to continually assess all aspects of the provision and therefore, improve outcomes for children
- develop further planning and assessment systems so that these are used to inform children's next steps in their learning.

The effectiveness of leadership and management of the early years provision

The childminder has established comprehensive records, policies and procedures to support the safe and efficient management of the Early Years Foundation Stage. She places due emphasis on safeguarding children as she implements robust vetting procedures to ensure that all adults living within the household undergo suitability checks. Children are protected from unvetted adults as the childminder does not encourage visitors to her home during childminding hours, however, if this situation arises all adults are requested to sign her visitors book and they do not have unsupervised access to children. The childminder maintains a safe and secure home environment, she conducts daily risk assessments of her home so that all hazards are highlighted and removed. The childminder has a competent knowledge and understanding of safeguarding children procedures; she keeps her training within this area up-to-date and shares her safeguarding policy with parents. Consequently children's personal safety and welfare is effectively promoted.

The childminder has a good range of resources which she effectively organises to offer children appropriate challenges and stimulation. She utilises her local toy library to further extend children's choices. Children feel included and valued within this setting as the childminder ensures that her resources positively reflect their home backgrounds and those of the wider community. This in turn supports children to develop a positive attitude towards diversity and inclusion. The childminder has developed warm and professional relationships with parents. She values their contributions and works in partnership with them to ensure that all children's individual needs are fully met. Discussions with parents and information gathered through recent letters of thanks confirm that parents are extremely happy with the service provided. Parents comments include: 'The childminder is very welcoming, kind, friendly and warm but also very professional; she has the perfect balance. My child is always happy to attend he has built a bond with her, and I feel secure when I'm away from him, he is in the right hands.'

The childminder is passionate about her work with children. She is committed to bring about improvements to her provision, which is demonstrated in her ability to meet all of the recommendations raised at her previous inspection. She portrays a clear vision of how she intends to develop her practice; however, she is yet to implement robust self-evaluation systems to ensure that the views of children and parents are also utilised to bring about improved outcomes. The childminder is dedicated to enhancing her own skills; she has attended numerous training opportunities and is currently studying for a level three childcare qualification. The childminder has established successful links with other agencies that are involved in the care of children. Overall, positive partnerships fully support children's continuity of care and their feeling of security within the provision.

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

Children are happy and content as they confidently arrive within this provision and immediately engage within activities of their choice. It is evident that they are secure and settled as they happily wave goodbye to their parents. Children enjoy the childminder's positive interaction as they respond to her warmly and enjoy the praise and encouragement they receive. The childminder has a good knowledge and understanding of how young children learn and develop; she effectively promotes their learning in all aspects of their play. She gathers comprehensive starting points for children to ensure that she has essential information to meet their individual needs and to provide them with experiences that they enjoy. She supports children to become independent and active learners as she organises a fully accessible and inclusive environment. The childminder has established valuable planning and assessment systems around the early learning goals, and she is clear about where individual children are making progress. However, she is yet to use this information to highlight children's next steps for their future learning opportunities.

Children are supported to make successful progress in their communication, language and literacy. They enjoy sharing books with the childminder, and regular trips to the local library further promote their enjoyment of books. The childminder continually communicates with babies, she models positive language skills to encourage them to express themselves and make their wishes known. Children learn about their natural world around them through fun activities and experiences. For example, trips to the local farm give children first hand opportunities to observe and handle animals such as rabbits, goats and geese. Planting activities in the spring teach children to know about where food comes from and what is required to help vegetables and plants grow. Children's creative development is promoted through many varied experiences. For example, babies love to explore musical instruments with the childminder who encourages them to listen and move to the music they make together. They enjoy exploring a variety of materials, both natural and man-made, as they engage in painting, corn flour and water play. Children's problem solving skills are developed within their play as they build with bricks and learn to count as they observe how many bricks are used to build their tower.

Children's well-being and safety is given due emphasis as they learn through their routines the importance of keeping safe and behaving in responsible ways. For example, children are involved in regular evacuation drills which support them to understand the importance of getting out of the house quickly and safely in emergency situations. The childminder promotes excellent role models to children as she is calm and patient with them at all times. Consequently, children display polite and cooperative behaviour which in turn supports them to develop successful attitudes towards their learning. Children are developing a positive approach towards living a healthy lifestyle as the childminder in liaison with their parents ensures that they are provided with healthy and nutritional foods. Babies enjoy toast and fruit for their morning snack as the childminder supports them to feed themselves. They have good opportunities to get fresh air and engage in

energetic play on a daily basis. The childminder walks to the local parks and toddler groups with children. Opportunities for children to rest according to their needs are in place as the childminder follows set routines followed at home. Overall, children are developing many valuable skills which help to secure foundations for their future learning.

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	1
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	1
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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