

Inspection report for early years provision

Unique reference number	EY274661
Inspection date	05/12/2011
Inspector	Rufia Uddin
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 was registered in 2003 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children, aged five, 11, and 14 years old and a 19 year old foster child. The family lives in the Haggerston area of the London borough of Hackney. The sitting room and the dining area are the main areas used for childminding.

The childminder is registered to care for five children under eight years, of whom no more than two may be in the early years age group. When she works with an assistant she may provide care for a maximum of 11 children under eight years of age, of whom no more than five may be in the early years age group. She currently has a total of 11 children on roll, five of whom are in the early years age group. Children attend on a full and part-time basis.

The childminder is a member of the National Childminding Association. She has a relevant childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, confident, active learners. Overall, they feel safe and secure in this warm, caring environment. The childminder recognises the uniqueness of each child and provides care and education which is tailored to their needs. Effective engagement with parents contributes to the smooth running of the setting. The childminder has undertaken self-evaluation, attended training and addressed the recommendation from the last inspection. This shows a good commitment to driving improvement.

What steps need to be taken to improve provision further?

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

- consider developing a system to record visitors and relevant information such as purpose of visit and hours of attendance.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are robust and regularly reviewed. Both the childminder and her assistant are clear about the procedures to follow in the event of having any concerns about children in their care. The childminder keeps

all necessary records. For example, she keeps clear records of any accidents that may occur and any medication administered to children. All necessary parental permissions are in place. However, she does not monitor visitors to her home. Due to close supervision this has little impact on children. The environment in which children are cared for is safe and supportive. Children are taught to be safety conscious without being fearful. Consequently, they show a strong understanding of how to keep themselves safe.

The range of resources is good and fully supports children's learning and development. They are easily accessible and children are able to freely choose what they like to play with. The childminder promotes equality and diversity well. She encourages children to respect others. Resources reflect the diversity within the community and children are beginning to learn about the world around them through carefully planned activities suitable for their age. The childminder and her assistant work effectively with parents. This helps them develop a good knowledge of each child's background and needs. This enables them to provide an inclusive environment where all are valued and supported to reach their full potential. The childminder has a good understanding of how to care for children with special educational needs and/or disabilities or who speak English as an additional language. Detailed information is shared with parents through regular discussions and written policies and procedures. The childminder involves them fully in their children's learning by sharing her diaries and observations and assessments. Links with other early years settings that children attend are also developing well. This helps to promote a shared approach to children's care and learning.

The childminder works hard to identify areas for improvement and to address these effectively. She is knowledgeable about current practice, as her skills are developed through attending training. The recommendation set at the last inspection has been addressed. The childminder actively seeks the views of parents and has acted upon suggestions from her local authority advisor regarding assessment and planning to improve outcomes for children. She has a good capacity for continuous improvement.

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

Children are progressing well. The childminder has a good understanding of the early learning goals which allows her to plan for individual children's needs. She has a good understanding of children's individual abilities. She uses information from parents and her own observations to help her assess children's next steps and inform planning. Children develop good self-esteem and a sense of security as the childminder and her assistant are warm, patient and caring. Children show affection and go to them for comfort when needed. They display a strong sense of belonging, helping to pack away toys and putting on their coats and shoes when going outdoors to play. Children's sense of belonging is also promoted by displays of their work on the walls. Their understanding of how to keep themselves safe is promoted through discussion in play. They also take part in regular fire drills so that they know how to keep safe in the event of a fire.

Children have an enjoyable time using resources such as leaves and shells which helps them develop an understanding of the natural world. They enjoy looking at books alone and together, and enjoy 'reading' to each other. The book corner is cosy and inviting, encouraging them to use this area. Children can develop their musical ability as they easily access musical instruments such as tambourines. Activities, such as completing puzzles and counting available toys, promote children's problem solving, reasoning and numeracy skills. Interactive toys and a toy computer help to promote children's understanding of information technology. Children are able to work together and alone. They are well behaved; they share, take turns and understand the rules of the setting.

Children are happy to be independent, make choices and experiment with toys. They are very willing to explore and show an obvious enjoyment as they play. They are learning about healthy lifestyles as they eat nutritious healthy meals, including vegetables, and enjoy being active. Regular outdoor play, both in the outdoor area and at local parks, is an important feature of the childminder's activity plans. This ensures that children receive plenty of physical play and enjoy learning in the fresh air. They are able to run, ride bikes, and play with balls. They follow thorough routines which promote their awareness of good personal hygiene. They wash their hands before meals, after using the toilet and being outside. They have easy access to drinking water. All children, including the youngest, are able to get their own drinking cups and have a drink when they need one. Children sit well at both snack and lunch times. Good table manners are promoted by the childminder and meal times are very sociable.

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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