

Inspection report for early years provision

Unique reference number	EY284154
Inspection date	03/03/2009
Inspector	Tom Radcliffe
Type of setting	Childminder

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the childminding

The childminder was registered in 2004. She lives with her husband and one child aged 17 in Stoke Newington in the London borough of Hackney. The whole of the childminder's flat is used for childminding except one upstairs bedroom and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of five children at any one time and is currently minding four children under five all day. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder attends childminders support groups, drop-in centres and other network facilities.

The childminder supports children with learning difficulties and/or disabilities and is a member of an approved childminding network.

Overall effectiveness of the early years provision

Overall the quality of provision is good. The childminder ensures that her knowledge of individual children enables her to meet a range of their learning and development needs. Children are kept safe at all times and play in a child-friendly and well organised environment where they access suitable activities including those within the local community. The childminder's work and effectiveness is enhanced by a good partnership with parents. Children make satisfactory progress given their age, ability and starting points. The quality of the provision shows improvements as the childminder uses well thought out and productive processes of self-evaluation.

What steps need to be taken to improve provision further?

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

- continue to develop broad educational programmes to ensure that children make progress towards early learning goals.
- continue to develop assessment arrangements to gain a greater understanding of the progress that children make and provide information about their next steps in learning.

The leadership and management of the early years provision

The setting is managed safely and in the interests of all children as the childminder has in place all necessary policies and procedures. The childminder ensures that children are safeguarded by her good knowledge of procedures, caring supervision and the checking of the suitability of all adults on the premises. The space available for children to play and explore in is well organised and promotes children's natural tendency to explore and demonstrate their emerging

independence. All parts of the premises in use for minding are subject to regular risk assessments to ensure that children's welfare is paramount as potential hazards are minimised. For example, access within the home is restricted by the use of safety gates and outings within the community are thoroughly planned to promote children's safety. Children's good health and well-being is promoted by the childminder's understanding of effective practice, for example, if children fall ill or have accidents. In addition the childminder uses opportunities to enable children to understand about their own health and safety as they take part in outings, learn about personal hygiene and grasp how to use resources safely.

The childminder uses good processes of self-evaluation that draw important information from a range of sources including parents and children. This greatly supports progress and improvements in the provision, for example, since the last inspection. The childminder ensures that she constantly observes children which enables her to effectively understand their care and welfare needs and meet them well. The childminder has a very accurate understanding of the starting points of children and of their interests and what they like to do. She is starting to have an understanding of the scope and range of the Early Years Foundation Stage (EYFS) and so offers children learning opportunities which enables them to make progress. The childminder has in place procedures where she can evaluate the progress that children are making. The childminder is committed to ensuring that her level of skills are updated, for example, in the delivery of the EYFS which is starting to have a positive impact on the childminder's work. The childminder employs inclusive practice and ensures that children's individuality is promoted at all times.

The childminder's good partnership with parents underpins her overall effectiveness. All necessary information is exchanged between the childminder and parents who also have access to written information about the childminder's service. The childminder has started to collate informative and accurate written development records for each child. This enables parents to have a good understanding of the progress that children make.

The quality and standards of the early years provision

Children make satisfactory progress as they undertake activities and spend time with the childminder. Their independence is promoted as they select things to do and explore available spaces and resources. The childminder takes positive steps to encourage children's independence as she thoughtfully stores resources and arranges outdoor play. Children play with books, toy animals and chalk by choice and enthusiastically take part in art activities. The childminder observes children well and uses her experience to keep children on task or change the direction of their play when it is required. She has a good understanding of how children learn through play and first hand experience and is starting to understand how to provide a range of interesting and appropriate activities that ensure that children will progress towards early learning goals. The childminder uses effective planning of how children use their time to ensure that their care needs are met, their learning needs are catered for and regular access to play facilities within the locality is available. As a result children listen to music, take part in movement

activities, record their ideas in pictures and use construction sets. When away from the childminder's home children use a range of facilities which include the toy library and drop-in centres. Children's language development is promoted very well by the childminder as she asks children questions about what they are doing, listens to their answers and takes many opportunities to increase children's vocabulary and their ability to express their ideas and feelings. Children readily use mark making resources, enjoy sharing books and have conversations with each other about their snacks, stories and their work. Children use numbers in their everyday activities, in their songs and in simple problems that are set by the childminder. The atmosphere in the setting is positive with children showing good attitudes to each other and to the childminder. Children listen to each other, share resources and enjoy playing alone and in small groups. The childminder has very effective behaviour management strategies where she uses praise and is a very good role model. Children respond well to her consistent and patient approach and take part in conversations about their behaviour and how they relate to each other. Children enjoy their time with the childminder and become engaged in a range of activities which hold their interest and which are starting to ensure that they develop towards levels shown by the EYFS. As educational programmes are developed by the childminder she intends to ensure that she continues with effective assessments on children and the means by which she collates and records individual progress. At the present time planning or assessment is not fully developed to ensure progress and the accurate identification of next steps in learning in relation to early learning goals.

The childminder ensures that children's welfare receives good attention through the consistent implementation of effective practice. As a result children are safeguarded, content and well cared for with good levels of support and access to ever improving activities and play opportunities. Children achieve satisfactory learning outcomes and are becoming confident communicators with an understanding of their diverse world and community. Children are given a good sense of their own health and safety and show the ability to manage their own behaviour and be thoughtful to the needs of others. Children enjoy being independent and exercise choice well.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.