

Inspection report for early years provision

Unique reference number	EY286531
Inspection date	14/02/2011
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.

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 2004. She lives with her partner and three children aged five, eight and 11 years. They live in a three bedroom second floor flat, in the Kentish Town area, of the London Borough of Camden. The premises are close to all public transport links.

The childminder is registered to care for a maximum of two children at any one time and currently has one child on roll.

One child was present at the time of the inspection.

The childminder is registered on the Early Years Register, compulsory and voluntary parts of the Childcare Register.

The childminder walks/drives to local schools to take and collect children. She attends the toddler groups, library and local parks.

She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, the quality of the provision is good. Children are very happy and secure in the childminder's care, as she recognises their individual needs and provides very well for them. Children are enjoying and achieving, in a stimulating and learning environment which includes an exciting range of play experiences. The childminder is in the early stages of evaluating her service and demonstrates a positive and proactive commitment to attend continuous training, in order to benefit the care and learning for the children.

What steps need to be taken to improve provision further?

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

- develop ways in which parents are encouraged to share, contribute and included, in order to become fully involved in their child's continuous learning and assessment records
- develop the use of self evaluation to clearly identify what is being done well and areas for improvement (organisation) .

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 in her care. For example, she knows what to do if she has concerns about

child protection and is familiar with the local safeguarding children's board procedures. The childminder is conscious of aspects of safety, as she carries out visual checks daily and has written risk assessments in place for indoors, outdoors and for outings. For example, risk assessments for the home include identified potential hazards, the level of risk and preventative steps taken to reduce the risk. Children also get involved in practice fire drills, to be followed in the event of a fire. As a result, children are very well safeguarded and their welfare is promoted.

The childminder organises the provision and play resources effectively in order to encourage children's independence. For example, children choose from an exciting and stimulating range of toys that are well presented and within their reach. Although the childminder has not yet begun to evaluate her provision, she has developed links with the local early year's team, to develop her practice so children's care and learning experiences are extended and promoted, by attending on going training. In addition, the childminder has shown good capacity to make continuous improvement as she has addressed all recommendation made, at her last inspection. For example, the childminder maintains written emergency medical treatment consent which is necessary to have to act promptly, should an incident occur, to fully safeguard and promote the welfare of children.

The childminder promotes inclusive practice. For example, children are provided with opportunities to learn about diversity as the childminder provides a range of resources, which reflect positive images of the wider world. This creates an inclusive environment that encourages children to feel a sense of belonging and promotes their self-esteem. The childminder demonstrates a positive attitude to liaising with professional agencies to ensure that children with special educational needs and/or disabilities are equally provided for.

The childminder has thorough and comprehensive records, policies and procedures that underpin all aspects of her day-to-day practice. In addition, policies and procedures are shared extremely well with parents and all required written consents are in place. As a result, children's wellbeing is fully promoted.

Children are valued and respected, as individuals. The childminder values working in partnership with parents and works closely with them in order to provide for their children's care needs. However, she has not developed ways in which parents are encouraged to share, contribute and included, in order to become fully involved in their child's continuous learning and assessment records. This would allow parents to become fully involved in their child's continuous learning and assessment records. Feedback from parent's state they are very happy with the care provided.

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

Children are very happy, secure and thoroughly enjoy the quality time the childminder spends playing with them. The environment is well presented to ensure that learning is fun and helps the children make good progress in their learning and development. All children are made to feel welcome as the

childminder treats them as individuals and gives them the attention they need.

The childminder ensures that there is good range of planned, purposeful play both indoor and outdoors with a balance of adult-led and child-led activities which helps children to be active learners. Children are making good progress in communication, language literacy, and problem solving. For example, the childminder sits with the children, carefully supporting their play and describing what they are doing to help develop and extend their language skills. Children enjoy using a selection of programmable toys that support their learning as they find out why things happen and how things work. This helps children to develop skills for the future. Children thoroughly enjoy their time by having fresh air and exercise for example, during outdoor play participating in a range of physical activities, developing their large muscle skills. This promotes a healthy life style.

Planned activities and outings with the childminder develop children's awareness of the local community. For example, they visit the local park and toddler group. Children are learning to keep themselves safe as the childminder supervises them well and gives gentle reminders, as they play.

Children gain an awareness of their own health and hygiene through daily routines, such as, washing their hands after using the toilet, before and after eating. Children are very well supported to develop a healthy life style as the childminder provides through healthy, nutritious snacks and freshly cooked meals that support their individual dietary needs.

The childminder understands how to manage children's behaviour appropriately. For example, she praises children's achievements, promoting their confidence and self-esteem. The childminder has built close and loving relationships with the children. As a result, children are happy and settled in her care. Experiences provided resources available and interaction from the childminder help also to ensure children develop appropriate skills for the future.

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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