

Inspection report for early years provision

Unique reference number	EY288730
Inspection date	15/02/2010
Inspector	Catherine Greene
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 has been registered since 1994. She is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register to provide care for a maximum of three children under eight years with no more than three in the early years age group. She currently has five children in the early years age group on roll. She lives in the Stoke Newington area of the London borough of Hackney in a four bedroom house and garden. All areas of the premises are available for childminding. She lives with her husband and adult daughter.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children benefit from being with a childminder who is very experienced and committed to providing good quality childcare. She has a well developed knowledge of each child's needs and makes sure that she successfully promotes children's welfare and learning. All children are included and treated fairly and the childminder gets to know their personalities and interests quickly and with skill. She is well organised and provides children with many opportunities to develop their independence. Children are kept safe and well and clear policies and procedures underpin the childminder's aims. An exceptional partnership with parents and other early years providers means children thrive and develop clear skills for the future. The childminder demonstrates a clear commitment to ongoing training to support her personal development.

What steps need to be taken to improve provision further?

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

- continue to develop systems for observations and assessments so they can be used to assist in planning enjoyable and challenging learning and development experiences that are tailored to meet children's individual needs.

The effectiveness of leadership and management of the early years provision

The childminder has a good knowledge of how to safeguard children. She manages the setting very effectively and meets children's needs very well. The required policies and procedures are in place and she has a clear understanding of her responsibility to safeguard children. She knows about the signs and symptoms of abuse and who to report any child protection concerns to. Her child protection procedure is shared with parents; this ensures they are aware of her responsibility to protect children.

The childminder is experienced at developing and maintaining relationships with children's parents and other early years providers. She ensures these relationships are fully established in order to support children's continuity of care. Clear settling in procedures enable the childminder to get to know the children and their parents and to securely support children's individual needs and differences. The childminder is skilled at supporting children at times of transition such as when they are about to move on to nursery. Parents are encouraged to offer ongoing information about their children's routines and the children settle very well because of this. Clear 'All about me' profiles are used to establish the children's personalities and starting points in their development and enable parents to be fully involved. A diary format and individual portfolios are used to support this process.

Resources and equipment in the childminder's home are stimulating and easily accessible, which encourages the children to move around the environment and to make choices about what they want to do. Children are clearly confident in the childminder's home and move through the rooms independently to gather toys and books. Documentation set up clearly underpins the childminder's aims and objectives and reflects all requirements. The childminder demonstrates a clear ambition to drive forward improvement in the future and has clearly assessed her strengths and weaknesses to support this aim. Her qualifications and experience strengthens the provision and lends a strong foundation to the childminder's interaction with the children during play. Training is regularly accessed and a clear self-evaluation enables the childminder to chart her progress in supporting children's welfare and development in the Early Years Foundation Stage.

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

Children feel safe and nurtured in the environment because the childminder demonstrates a clear commitment to providing a good quality service. They settle easily and are able to build secure and trusting relationships with the childminder and her family and are happy and relaxed in the childminder's warm and well maintained home. Children adopt a healthy outlook as they engage in activities, such as washing their hands and participating in nappy changing and potty training routines. They are kept healthy because they eat a range of well balanced meals and snacks which they thoroughly enjoy. Procedures for accidents and medication ensure children feel well looked after and the childminder's training in first aid ensures children's safety and well-being is protected should the need arise.

The childminder is developing a secure knowledge of the Early Years Foundation Stage, she maintains portfolios containing photos and examples of children's creative work which she uses to assess children's progress and plan activities. She plans opportunities that provide every child with suitable challenge and interest. Learning and development in the six areas is well supported, the childminder shows enthusiasm when supporting children's learning and gives priority to providing a broad experience at local childminding groups and playgroups. She has identified this an area in which she is keen to develop. The children demonstrate increasing levels of independence as they move to the kitchen for their lunch and

help themselves to books and their favourite toys, singing as they wait for their lunch. They regularly count, using songs and books to help their increasing knowledge and the areas used by children are set up with very good quality equipment and resources. Children join in with pleasure as the childminder sings to them and are fully engaged in activities, such as story time when they sit close to the childminder and join in with the rhymes. Children particularly enjoy these quiet times when the childminder reads to them and they respond to their favourite books with pleasure.

Opportunities for the children to socialise and broaden their experiences are provided through visits to local drop ins, libraries and parks. The childminder uses many useful opportunities in the activities that children undertake to give them a good sense of the diversity that they may experience in their lives. The children communicate well and behave very well, they are secure in the childminder's expectations and learn to share and interact positively with their peers and younger children attending. They share resources and will take turns. The older children also support the younger children and the childminder uses praise and encouragement to encourage children's self-esteem. She also uses appropriate language when she talks to children of different ages which greatly aids their understanding about their own behaviour. They play in a well organised environment in the childminder's home. Observations of children during play enable the childminder to chart the children's starting points and plan well for their progress in the six areas of 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	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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