

Inspection report for early years provision

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Inspection date	14/02/2011
Inspector	Jill Nugent
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 registered in 2004. She is a member of the National Childminding Association. She lives with her daughter, aged 10 years, in a house in Hackney. Access to the house is at ground level and the whole of the property is used for childminding. Children have access to a secure garden for outdoor play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of four children under eight, of whom three may be in the early years age group, at any one time. Currently she has three children on roll, all of whom are in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder offers a stimulating and inclusive provision for children where they enjoy a wide variety of interesting play activities. She supports children effectively as they progress towards the early learning goals. Her partnership with parents is a key strength of her setting and contributes to children's needs being met effectively. She ensures that children keep safe and healthy in her care. She is committed to extending her knowledge and understanding of childcare, thereby continually improving the outcomes for all children.

What steps need to be taken to improve provision further?

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

- consider and develop more diverse ways of extending the learning support for individual children.

The effectiveness of leadership and management of the early years provision

The childminder's documentation is well organised and provides a good framework for her practice. She has effective procedures in place to ensure that children are safeguarded while in her care. She conducts thorough risk assessments of her premises, and each type of outing, in order to minimise potential hazards. The childminder regularly updates her training in safeguarding and knows what to do if she has any concerns relating to child protection. Parents are well informed about her policies relating to safeguarding.

The childminder is innovative in her use of resources, setting out an inviting play environment for children and organising different activities throughout the day.

Children delight in the opportunities to play outdoors and to take part in special activities, such as cooking. The childminder spends her time with the children, enhancing their learning experiences through her support and interaction. She is adept at organising the play environment so that children of different ages and abilities feel included at all times. In this way she is able to offer excellent support to children with special educational needs.

The childminder's engagement with parents is exemplary. She meets regularly with parents to share her records on their children's progress and their identified next steps of learning. Parents are encouraged to be involved in their children's learning by adding their own observations and comments. The childminder works in liaison with other professionals when necessary and therefore children benefit from a consistent approach to their individual care and development. Parents express their satisfaction with the care offered to their children and especially value her work with the whole family.

The childminder makes good use of self-evaluation as a tool to help her reflect on all areas of her childcare practice. Since her previous inspection she has attended a wide range of training events and this has resulted in notable improvements in her provision for children. She is proactive in her support for other childminders and is involved in a mentoring scheme. She highlights relevant aspects of her practice for further development, focusing on those that are beneficial to the children in her care, for example, improving access to computers, learning sign language or planning new trips.

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

Children are very content in the childminder's care and develop much self-confidence. They show interest in the various toys, games and books on offer and are keen to try new activities. They enjoy each other's company, building close relationships with others in the group. Children have very good opportunities to engage in adult-led activities which extend their learning and development, for example, walks in the park and visits to a local museum. The childminder plans experiences which promote learning in the key areas of literacy and numeracy as well as opportunities to increase physical skills. Children are encouraged to develop their use of language in conversation, for example, learning new words when making cookies.

The childminder continually observes children as they participate in play activities and creates attractive visual records of their progress using numerous annotated photographs. Her monthly written reviews help her to plan ahead for individual children's learning. In this way she can follow up children's interests and focus on their learning needs. For example, children are given opportunities to increase their vocabulary, use of numbers or fine and gross motor skills. They are encouraged to take responsibility and enjoy much praise for their achievements. Children learn about different cultures and religions as they take part in activities planned around festivals. Older children are helped to prepare for times of

transition and to be aware of what will be expected of them at school.

Children feel secure in the setting and move around confidently making independent choices. They are well supervised and cared for in a safe environment. The childminder takes opportunities to talk with children about personal safety and teaches them how to keep safe in different situations, for example, when out walking. She promotes an awareness of healthy lifestyles through the daily provision of outdoor play and a healthy, nutritious diet. Children especially enjoy a choice of fresh fruit at snack time and can access drinking water throughout the day. They benefit from the calm atmosphere in the setting and enjoy the accompanying background music. They learn respect for others in the group as the childminder carefully explains how to treat others kindly. Consequently, children often have fun together, for instance, when playing with bubbles or discovering how to use a technological toy.

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	1
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	1

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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