

Inspection report for early years provision

Unique reference number	EY334420
Inspection date	15/02/2011
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.

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 2006. She lives with her partner and child in Hornsey, London. The main areas used for childminding are the playroom and kitchen, with a fully enclosed garden available 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 years at any one time, no more than three of whom may be in the early years age range. She currently cares for four children; three of these are in the early years age range. The childminder also offers care to children aged over five years to 11 years and holds a level 3 childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children receive very warm, affectionate care and are happy, secure and well settled with the childminder. She successfully organises her home environment to meet individual children's needs effectively overall and to provide an inclusive setting for every child, regardless of their background. Parents are well informed and are encouraged to be involved in their children's learning and development overall. There is a strong commitment to build on existing good childcare practice and to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- extend knowledge of working with children with special educational needs and/or disability to further promote the welfare of all children.

The effectiveness of leadership and management of the early years provision

The childminder has a secure understanding of safeguarding procedures. Effective supervision of children and clear systems protect children from unvetted adults and further support children's overall welfare. Policies and procedures relating to children's health, safety and welfare are well established. These include ensuring fire drills are carried out with children and rigorous risk assessments of indoor and outdoor spaces are carried out. Excellent hygiene standards and a clear sickness policy helps ensure the risk of infection is minimised.

The childminder is enthusiastic and ambitious; she constantly develops her knowledge and skills within early years, attending many training opportunities to bring about improved outcomes for children. As a result, she has identified

improving her knowledge of working with children with special educational needs as an area for future development. Children benefit from the childminder's good organisation skills and her forward planning. Her development of self-evaluation and her ability to instigate improvements is evident within her daily practice. The childminder also invites the local authority advisor to assess her daily practice, enabling future improvements.

The childminder is well qualified and experienced, demonstrating a good understanding of how children learn and develop. She is familiar with requirements governing the care and education of young children and has some excellent systems for monitoring, recording and assessing children's progress. She is in the process of updating these to include a contribution from parents. The childminder is highly effective in ensuring that all children are well integrated and their development in relation to their starting points is good. She interacts extremely well with individual children and promotes equality and diversity effectively, tackling discrimination should it arise. Children confidently explore the comfortable, very well organised playroom which is for their exclusive use. The diverse, good quality resources available to all children are easily accessible and they enjoy playing a productive part in helping to keep the space tidy and free of any potential hazards. The childminder's excellent approach to inclusion enables all children to feel a sense of belonging as she values their home backgrounds and languages. These very positive relationships in conjunction with the close attention and support children receive sets very secure foundations for their future learning. The childminder has very well established relationships with parents. They receive comprehensive written information about key aspects of the childminding service, including good quality information regarding their children and the activities they enjoy inside the home and within the locality. It is evident that parents are extremely happy with the care and education their children receive, as this is detailed in the many cards and tributes the childminder has received. These positive relationships help to support children's well being and achievements. The childminder also establishes good relationships with local children's centres and the school to enable children's social skills and to provide continuity of care and learning.

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

Children benefit from a rich learning environment and the extremely warm and welcoming atmosphere created by the childminder. They are excited and interested in their play and are completely at ease in this child centred setting. Independence skills are very well fostered and children are strongly encouraged to be kind, considerate and caring towards one another.

Children have well-labelled and fully accessible resources which they explore independently. The childminder plans an exciting range of activities and experiences that captures children's interests and motivates them to learn. Children have fun and are making good progress within all aspects of their development and learning. For example, children enjoy playing the musical piano floor puzzle with the childminder and use this activity to sing, dance and count each time they jump.

Children enjoy their time spent with the childminder, demonstrating they are happy and settled. The childminder maintains comprehensive assessments of children's progress which she consistently monitors to ensure that all children are effectively challenged within their learning. Children benefit from the childminder's positive interaction, she fully engages with them at all times and makes them feel valued as she listens and responds to their requests.

Mealtimes are very relaxed, sociable occasions for children who enjoy a well balanced diet, which always includes fresh vegetables. Record keeping in relation to children's health, safety and welfare is of a high standard and is stored confidentially. Children have ample opportunities to get fresh air and exercise each day. The childminder also ensures that young children are able to rest in comfortable travel cots with individual bedding. Children are fully supported to develop good personal hygiene; visual reminders within the bathroom remind them of the importance of washing their hands.

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	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	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	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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