

Inspection report for early years provision

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Inspection date	21/03/2012
Inspector	Samantha Powis
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 registered in 2006. She lives with her husband and two children in a one bedroom flat in the NW1 area of the London Borough of Camden. The lounge and bedroom are the main areas used for childminding. There is no access to an outdoor space for children to play, but children are regularly taken to the local parks.

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 two children aged under eight years. There are currently two children on roll, both 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.

Children are happy, settled and secure within the childminder's welcoming family home. A good range of activities are provided for the children. Adequate systems are in place to share information about children's progress with parents and sufficient information is obtained from them to support children's needs. Children's safety and welfare are promoted well. The childminder is enthusiastic and keen to increase her skills and knowledge. She identifies her strengths and most areas for development, demonstrating a good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- increase opportunities for parents to access information about their child's progress to further encourage their involvement in supporting children's learning and development
- provide children with opportunities to develop and use their home language in their play and learning.

The effectiveness of leadership and management of the early years provision

The childminder places high regard on promoting children's safety. She has a secure understanding of child protection procedures gained through attending recent training. This helps her to safeguard children's welfare. The childminder supervises children well and conducts regular written risk assessments on her home and for outings. Children's health is supported well as the childminder

follows good practices to reduce the risk of cross infection. The childminder is committed to supporting children's individual needs. She offers children a good range of books and toys, and engages them in discussions to encourage them to value and respect diversity. The childminder adapts her approach to suit the needs of children attending. For example, she makes sure she uses simple sign language and gives clear facial expressions to help all children understand her. However, she has not gained sufficient details about the home language of some children to encourage them fully in using this in their play.

Areas within the childminder's home are used well to support children's enjoyment and development. Toys are organised successfully to maximize the space available for play and allow children independent access. This helps ensure children can engage in a full range of activities in the relatively limited space available. Daily outings are made to local parks and play areas, encouraging children to enjoy the benefits of physical activity and exercise. The childminder understands children's preferences and interests, and uses this knowledge as she offers resources and activities to support children's play. The childminder is committed to her role and demonstrates a drive for improvement. She maintains regular contact with other childminders and uses ideas gained through discussion and training to make changes to better support children's care, learning and play. The childminder has made many positive changes since the last inspection which have improved the outcomes for children's safety, health and their learning and enjoyment.

Generally effective relationships are established with parents. Detailed information is gained when a child first starts with the childminder through the 'all about me' booklets. This helps her to understand most aspects of their needs from the beginning. The childminder continues to exchange information through daily discussions and diaries to ensure this initial information is up to date and accurate. Although the childminder gives brief information about the activities children have been involved in, she has limited detail to share regarding children's progress and their planned next steps, in order to enable parents to be fully involved. Parents are provided with information about the service the childminder provides, and, through the notice board, information about other local facilities and support groups. The childminder is aware of the need to link with other settings; however, currently, children only attend her setting.

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

Children form a strong bond with the childminder as she dedicates her time to supporting them in their play. They are happy and settled within the welcoming family home environment and confidently explore the good range of toys and resources. Children's confidence and self-esteem are supported well as they respond to the frequent praise and encouragement they receive from the childminder. Children are aware of the consistent expectations and boundaries which helps them to manage their own behaviour. They show a keen interest in the activities provided. For example, they kick their legs and screech with

excitement and anticipation as the childminder sings a familiar action rhyme with them which ends in a tickle. The childminder constantly talks to the children. She names objects they are using and gives simple and clear directions to follow, increasing their comprehension and understanding. The childminder uses gestures, pictures and simple sign language to keep children involved and interested. Some of the children enjoy using electronic toys which help develop their awareness of letter sounds and shape. They enjoy books and have access to a wide range of different stories and reference books. They listen carefully to a story about another child's day, relating this to their own experiences.

Children benefit from attending toddler groups, where they gain important skills for life as they learn to mix with other children and adults. This also provides them with opportunities to play in large spaces, both indoors and out. Daily outings to the park and play areas provide children with opportunities to develop physical skills as well as learn about nature. They feed the ducks and notice the changes they see in the environment around them. Outings and indoor games are also used as an opportunity to introduce children to simple problem solving and number. They count the animals they see as they walk and join in with number rhymes and songs. The children have many opportunities to use their senses and engage in creative activities. They roll and pat the play dough, making shapes and patterns. The childminder shows them how to make Nepalese dumplings with the dough, teaching them new skills and developing their physical abilities. They sing songs and play instruments, enjoying the sound of the music they create together.

Children make good progress in their learning due to the positive interaction of the childminder as they play. She understands children's needs well, and uses her secure knowledge of child development to help her plan appropriate activities. However, she has not developed an observation system to help her to better monitor children's progress and share this information with parents.

Children adopt good personal hygiene routines and learn about how their choices can have a positive impact on their long-term health. They routinely wash their hands before they eat and following a nappy change. The childminder offers children healthy drinks and snacks during the day and shares books about healthy foods and routines. Children are frequently taken outside in the fresh air, visiting local parks, play areas and going for walks. The childminder reminds children about behaviour boundaries, which helps them to keep safe. She explains what road signals and signs mean, helping them to learn how to cross the road safely when they are older. Children practice the emergency evacuation procedures, helping them to learn how to react quickly should an incident occur.

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	3
The effectiveness of the setting's engagement with parents and carers	3

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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