

Inspection report for early years provision

Unique reference number	EY371543
Inspection date	13/01/2009
Inspector	Tom Radcliffe
Type of setting	Childminder

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the childminding

The childminder was registered in 2008. She lives with her child aged one year in Hackney in the London borough of Hackney. Two rooms of the childminder's first floor flat are used for childminding and there is a fully enclosed garden area for outside play. The childminder's premises are accessed via steps.

The childminder is registered to care for a maximum of three children at any one time and is currently minding one child under five all day and two children over five after school. The childminder walks to local schools to collect children and attends local toddler groups. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is a member of an approved childminding network.

Overall effectiveness of the early years provision

The childminder meets the learning and development needs of children very well as she has a good knowledge of each child's individual needs. In addition to this she has a good partnership with parents which greatly assists her in understanding the children as individuals with a range of needs. Children play and learn in a very safe and secure environment and face interesting and challenging activities. Children make good progress, given their age, ability and starting points. The childminder has in place very effective and regular self-evaluation which allows her to build on her already good practice by identifying priorities for future development.

What steps need to be taken to improve provision further?

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

- continue to use assessment information derived from observations to ensure that children make progress towards early learning goals.

The leadership and management of the early years provision

The setting is managed effectively, safely and in a way that meets the needs of all children as the childminder has all policies and procedures in place. As a result, children are safeguarded well and all users of the childminder's service are well informed with access to regularly updated and reviewed procedures. The childminder supervises children very closely and she promotes free movement within the play areas in her home. Children are able to explore, select activities and grow in confidence and independence through interesting play opportunities. Hazards within the home are minimised as the childminder undertakes thorough risk assessments; for example, all hazardous substances are stored safely, toys are checked for on-going suitability and safety gates control the children's access to some areas. This aspect of the childminder's work is very effective as she

maintains written records of risk assessments undertaken including those that are relevant when children make visits to facilities within the local community. The childminder ensures that she uses suitable furniture at all times and takes opportunities to allow children to have an understanding about their own health and safety. Children's good health and well-being is promoted as the childminder has effective practice in place; for example, when children have minor accidents.

The childminder makes very good use of processes of self-evaluation and very enthusiastically reflects on her work with children. She carefully observes children and accurately identifies next steps in their learning as well as ensuring that all care and welfare needs are met. The childminder is committed to improving her provision and ensuring that children achieve the best that they can. To support this, the childminder undertakes regular training and works with local authority advisory support. The childminder is delivering the Early Years Foundation Stage (EYFS) very well as she has a good understanding of it and of how children learn. All children in the setting are known as individuals and thrive in an inclusive setting with good levels of support.

The childminder has a very good partnership with parents and there is a very useful flow of information between them. The childminder provides good written information to parents; for example, children's development records and examples of work. Parents provide feedback to the childminder in a number of ways; for example, through informal discussions and questionnaires. The childminder takes care to respond to parental feedback and parents value the opportunity to contribute to how the childminder works with their children.

The quality and standards of the early years provision

The childminder organises her home very well to create a child friendly environment where children make good progress. Children are able to be independent as they select activities and make decisions about how they spend their time when in the setting. Free uncluttered floor space is made available for children and they are able to select activities from choices that include; the use of age appropriate books, activities and toys together with mark making and shape activities. The childminder works well with children's interests and she uses careful observations to ensure that activities present children with challenge. The childminder has a clear and accurate picture of what children need to do to make appropriate progress and makes very good use of written development material and examples of children's activities in profile books. The childminder uses a very flexible approach to planning to ensure that children's interests are maximised but she is careful to make sure that children have access to a good range of activities. In this way, children have sufficient opportunities to take part in physical activities, messy play, language and number games together with a growing understanding of their community as they play outside the childminder's home. All children in the setting show very positive attitudes to each other as they share and take turns. The childminder manages the behaviour of children very well with patience and consistency and she uses the close relationship that she has with them to promote appropriate conversations. In this way, the childminder develops children's language well as she asks questions and extends children's spoken vocabulary and

understanding. The children spend their time engaged in purposeful activities due to the good levels of supervision that the childminder has in place together with well planned activities and resources. In addition, the childminder supports children thoughtfully allowing them to explore and discover for themselves when this is the best way for them to learn and develop. The childminder's knowledge of the EYFS ensures that children are making good all round development in all areas of learning. To ensure that children's learning continues at an appropriate rate the childminder intends to build upon the way she uses assessment information to create relevant educational programmes which will guide children towards early learning goals.

The welfare of all children is promoted very well by the childminder who ensures that all policies and procedures are consistently and effectively implemented. Children enjoy their time in a safe and well organised play environment and undertake appropriate activities. Children are very well supported by the childminder which enables them to thrive in a positive social environment and achieve very positive outcomes. Children's behaviour is good and all have a growing sense of their own safety and health. Children are actively involved in the setting with increasing levels of independence, confidence and the acquisition of important skills and competencies.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.