

Inspection report for early years provision

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Inspection date	14/04/2011
Inspector	Liz Corr
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 was registered in 2010. She lives with her husband and three children aged seven, five and four years old. They live in a house in the Kentish Town area of the London Borough of Camden. The whole of the ground floor and the bathroom and spare bedroom on the first floor are used for childminding. There is a fully enclosed garden for outside play. The setting is bi-lingual as children learn to communicate in French and English. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of two children under eight may attend at any one time, of whom, two may be in the early years age range. When the childminder is working with an assistant she may care for five children under eight at any one time, of whom five may be in the early years age group. There are currently five children on roll in the early years age range.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting is well organised and the childminder works very effectively with her two assistants. Overall, children access a welcoming and inviting learning environment which is very well resourced. The childminder is committed to providing an inclusive service where children are valued and included. Highly effective partnerships are in place for communicating with parents. The childminder has begun to reflect on her practice and demonstrates a positive attitude to making improvements to her service.

What steps need to be taken to improve provision further?

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

- develop children's awareness of healthy practices, for example, with regards to hygiene, by introducing a more effective procedure for hand washing between activities
- strengthen the use of ongoing observational assessment to inform planning for each child's continuing development.

The effectiveness of leadership and management of the early years provision

The childminder has a clear understanding of her responsibility for protecting children from abuse. Her child protection procedure has been shared with her assistants who have a sound knowledge of how to recognise and report concerns. Consequently any child protection concerns will be reported to the appropriate

agencies. The childminder has devised a useful selection of policies and procedures which underpin her service and are shared with parents. The childminder has carefully considered children's safety both at the setting and on outings. As a result, clear risk assessments have been devised to promote children's safety.

The childminder enjoys her work and is committed to making continuous improvements. She has secure support systems in place through her local early years service and is committed to updating her professional knowledge. The childminder has a clear understanding of the strengths and areas for development. Consequently she has identified several areas she wishes to improve including, developing children's awareness and appreciation of more languages.

The childminder has developed highly effective partnerships with parents. Good information is shared with them about her service and children's experiences. Feedback from parents is extremely positive. For example, parents have commented that they are really pleased that their children have made good progress in French and English language skills. They appreciate the very useful information about children's daily activities and developmental progress. They are also pleased with the different skills each adult at the setting provides and comment that they complement each other very well. The childminder demonstrates a firm commitment to working in partnership with other professionals involved with children to promote their learning, development and welfare.

The childminder is committed to providing an inclusive service where each child is valued and included. The childminder supports children's individual needs well and works in partnership with parents. Consequently, children feel secure and settle well. They are learning about the wider world as they are provided with resources that promote positive images of diversity. They are learning bi-lingual skills as they are spoken to in French and English. The childminder is also committed to providing further support for children who speak other languages at home.

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

Children are provided with very effective support and supervision. Their dedicated play room provides them with a welcoming and inviting learning environment. They access carefully planned activities and good quality resources. Furthermore, examples of their work are attractively displayed around the setting which helps to promote their self-esteem. Children's good behaviour is well promoted as the childminder and her assistants provide positive role-models. Children are encouraged to consider each other's feelings and think about positive ways to resolve their squabbles. The adults at the setting know the children well. Children respond happily as they are encouraged to talk about new events that are happening at home such as, new babies. Consequently they feel valued and included here. Children enjoy opportunities for imaginary play as they independently access resources and create their own games. The childminder and her assistants provide good supervision whilst enabling the children to play

independently. Children enjoy accessing the science area which is well resourced and also photographs of their recent growing activities. This stimulates further discussion to consolidate their learning. Children happily search for toy insects in the large containers of soil and confidently use magnifying glasses to look at them more closely. They explain to each other that their insects look like giants under the magnifying glass. Children are developing highly effective skills for the future. For example, they are developing early writing skills using a wide range of resources and are also learning to recognise their names at the setting. Their language skills are well supported as they enjoy story and singing sessions in English and French. Their understanding of the changing seasons is well supported as they sing a song about spring time. They thoroughly enjoy opportunities for singing together and confidently ask for their favourite song which encourages their learning and enjoyment. They have plenty of opportunities to develop useful independence skills as they actively become involved in tidying up and caring for the equipment. They are developing confidence as they walk up and down the stairs to wash their hands in the bathroom before meal times whilst being well supervised.

Children are making very good progress as they access a wide range of activities planned around the six areas of learning. The childminder has organised secure systems for planning for their development and interests. The adults at the setting use photographs to illustrate children's involvement and progress towards the early learning goals. Parents are provided with very useful information about their involvement in activities. They receive updated information each week in a special book which is taken home each weekend. Parents are encouraged to add information about children's learning at home which is shared with all the children at the beginning of each week. The childminder has identified some areas for improvement regarding her methods of monitoring children's individual progress towards the early learning goals. The childminder collects very useful information about children's individual needs at the start of their placement.

The children's good health is well promoted as they are provided with healthy meals and snacks. They are learning the importance of good hygiene as they throw away their tissues after each use. Children use the upstairs bathroom before their lunch for hand washing. However, their awareness of hand washing routines between activities is not as well promoted as children share a bowl of water and towels. Children have good opportunities for fresh air and exercise as they access the garden each day. They also benefit from planned exercise sessions indoors. Children are learning the importance of safe behaviour in a variety of ways. For example, they are reminded to walk safely indoors and are beginning to understand how to behave in an emergency as they regularly practise the evacuation procedure.

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	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	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	1
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	1

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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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