

Inspection report for early years provision

Unique reference number	EY422744
Inspection date	15/09/2011
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.

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Description of the childminding

The childminder has been registered since 2011. She lives with her mother, father, adult sister, sister aged 14 and brother aged 10 years. They live in the Seven Sisters area of London. Children have the use of the ground floor, two play rooms, a toilet and a first floor living room. There is a fully enclosed rear garden for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may provide care for a maximum of four children at any one time, of whom three may be in the early years age group. The childminder also works with two co-childminders. When working together they may care for a total of 14 children, of whom no more than nine can be in the early years age group and, of these, no more than three under one year. There are currently eight children on roll, of whom five 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 provides an inclusive setting in which all children's differences are valued and respected. Overall, children's health and safety is well promoted. Effective partnerships with co-childminders and parents contribute significantly to the well-being of the children and the progress they make in all areas of learning and development. The childminder and her co-childminders continuously strive to enhance their existing good practice for the benefit of the children, and are beginning to work together in evaluating their skills.

What steps need to be taken to improve provision further?

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

- constantly monitor the identified actions taken to prevent hazards in the garden to ensure the children remain safe at all times
- develop further the partnerships with co-childminders in terms of self-assessment and reflective practice to identify and continue to build on the highly effective outcomes for children.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of child protection and has a secure knowledge of the procedure to follow to report concerns. All required checks are carried out on co-childminders and other family members to assess their suitability.

The vigilance of the childminder helps to keep children safe at all times. Detailed risk assessments are carried out on the premises to identify potential hazards and how they are managed effectively. The record of risk assessment does include the garden, however, some hazards identified have not yet been fully addressed. A procedure is in place and followed closely by the childminder to minimise the dangers to children at home, in the garden and when on outings.

The childminder is committed to the continuous improvement of the setting. She and her co-childminders make time to reflect on their work in order to identify and celebrate their strengths, and also to identify any areas of weakness that need to be addressed. However, this does not fully cover all areas of practice. They have not yet included this in a formal self-evaluation format. Partnerships with parents are well established. There is a routine free-flow of valuable information about children between parents and the childminder to ensure consistency of care. Daily diaries and a wealth of information displayed in the portfolios and notice boards all help to ensure parents are kept informed about their children.

Parents have commented that they value the contact they have with their childminder as they keep up to date with the progress their child makes, and feel comfortable to contribute. Communication takes place on a regular basis to ensure consistency in each child's learning and development. This makes a strong contribution towards their achievements and well-being. Good communications are also in place between the childminder and other professionals, for example, the local authority early years advisors.

The childminder provides good opportunities for children to learn about the world around them. A range of major world faith festivals and celebrations are acknowledged, including Diwali, Eid and Christmas. Parents are invited to share the traditions of the occasion with the children, such as associated stories, resources and food. Children also learn about differences and similarities between people as they see a display of photographs reflecting positive images of diversity.

The play rooms are dedicated to the children providing a warm and comfortable space to support children's learning and enjoyment. There is ample space for them to move freely around in comfort and safety. Interesting displays are created on the walls by the childminder for the children to see and enjoy. Children can also see their own art and craft work displayed. This encourages the development of their self esteem and confidence.

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

Children enjoy their play and become active learners as they display curiosity and interest in all the available activities. Children's progress is tracked and recorded through observations and assessments as they play. The next step in each child's unique learning journey are identified and incorporated into the planning to ensure progress is maintained.

The childminder has a good understanding of the six areas of learning she is clear about the learning intentions for each activity. The childminder has the skill to make learning fun and stimulating by following the interests of the children. Communication and language is fostered well through story telling and songs supported by trips to the library and places of interest. In the garden a well equipped table enables children to use a range of creative and mark making materials. Counting and reasoning is included in the routine of the day, such as when children count the number of stairs as they go up and down to the kitchen. The availability of a computer and other programmable equipment helps children learn the skills they need to operate information and communication technology in the future.

Children learn the importance of adopting healthy lifestyles they have lots of opportunity to benefit from physical exercise in the garden and at local parks. Healthy eating is also encouraged. The childminder offers fresh fruit at snack time each day, with milk or water to drink. The menu takes account of individual dietary needs and includes foods based on what the children enjoy eating.

The childminder teaches children how to behave in the setting in a calm and sensitive way this helps children develop a sense of belonging and security because they understand what is expected of them. The childminders are consistent in their approach giving warmth and kindness to the children. As a result, the children are happy and engaged with the available activities.

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	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	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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