

Inspection report for early years provision

Unique reference number	EY434183
Inspection date	18/07/2012
Inspector	Maria Conroy
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 was registered in 2012. She works from her daughter's home, who is also a registered childminder. The family home is a flat on the fourth floor, reached by a lift or stairs. The premise is located in Islington, in the London Borough of Islington. All rooms within the home are used for childminding purposes. There is no garden but the childminder uses local parks and children centre's for outdoor play on a regular basis.

The childminder is registered to care for a maximum of three children under eight years, of whom all three may be in the early years age range. When working with another childminder at the premises, the childminder may care for a total of no more than 5 children under 8 years; of these, not more than 4 may be in the early years age group. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall children are happy and settled; they make good progress in their learning and development. Children generally take part in a variety of play opportunities and have access to a range of resources. Children play in a safe and suitable environment; the childminder has undertaken a risk assessment, which includes most things children come into contact with. She has attended training courses and implemented her new skills to improve practice. This demonstrates the capacity to maintain continuous improvement. Partnerships with parents are generally positive and the childminder has an awareness of her role in relation to working with other professionals.

What steps need to be taken to improve provision further?

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

- review the risk assessment to cover anything with which a child may come into contact for example the blinds in the lounge
- develop systems to include parents in the planning for children's developmental progress and seek their views on the service provided
- enhance the resources and activities provided to promote positive images that challenge children's thinking and help them to embrace differences in gender, ethnicity, language religion, culture, special educational needs and disabilities.

The effectiveness of leadership and management of the early years provision

The childminder works with her co-childminder, to provide care for children. She has a good understanding of safeguarding issues and has written procedures to refer to if necessary. The childminder has attended safeguarding training which helps to support previous knowledge. There are suitable systems in place which generally protect all children; for example, the childminder conducts a risk assessment on the areas used by the children and the outings they participate in. Although the risk assessment covers most areas, it does not include the blind cords; however, due to the ages of children attending, the impact on them at present is minimal.

The childminder has begun to undertake the process of self-evaluation and has identified some areas for further development. This includes attending training on the review of the Early Years Foundation Stage, and enrolment on a course leading to a professional qualification. However, she has yet to establish systems to enable parents to contribute their views to the service provided. The childminder works with the local authority development worker and has addressed the areas identified through this process.

The childminder has developed a positive relationship with the children in her care. As a result they settle well and are confident in investigating their surroundings. Good use is made of the resources, which enable planned activities to promote children's learning. For example, children create a collage, sing their favourite song and enjoy a story about a rocket. Resources are attractively arranged when children arrive and stored at low level to encourage children to make independent choices. Children have the opportunity to play with a variety of resources. However, there are fewer opportunities to engage in activities that promote positive images of diversity.

The childminder interacts positively with the children. She gains information from parents about the children's daily routine and liaises with them about their care needs; enabling her to meet their individual needs. The children take part in a range of outings enabling them to mix with a variety of children of a similar age within their local community.

The childminder has a generally positive relationship with parents and keeps them informed through suitable means of communication. For example, the parent's notice board shows official information such as certificates. The childminder also sends emails and photos of their children taking part in activities. Systems are in place for reviewing settling in; however, the childminder has yet to implement them due to the short time children have attended. In addition the childminder has yet to develop procedures for enabling parents to contribute to planning for their children's development.

There are currently no children on roll who attend other settings or need support from other agencies. However, the childminder is aware of the need to work in

partnership with other settings if the need arises.

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

The childminder has a good knowledge and understanding of the learning and development and welfare requirements. Policies and procedures in place guide and support the children's practice and inform parents. She effectively incorporates learning into all the activities provided. A range of activities are planned both in the home and through local outings to promote all six areas of learning. The childminder observes the children and as a result knows them very well. She then plans challenging activities to support children's interests and developmental needs.

The childminder promotes children's language skills; they enjoy listening to familiar stories. They dance and follow simple actions to favourite songs. The childminder models language for younger children throughout the daily routine encouraging them to learn familiar words. Children sing number songs, count the number of trains and have a go at putting a train track together which promotes their problem solving and numeracy skills. They have access to resources that promote their awareness of communication technology. For example, they learn what happens when they press the button on the interactive book. All of which enable children to gain the skills they need for their future development, such as when they move onto nursery or school.

Children have developed a sense of belonging to the childminder and her co-childminder, who provide a warm and welcoming environment. The areas used by the children are suitable to enable them to explore safety and move from room to room. Children are learning to understand boundaries that are in place to keep them safe. For example, they wear straps when they sit in the buggy and in the high chair. Children are learning what will happen in the event of an emergency when they practise fire drills.

Children take part in activities that promote their physical well-being. For example, they enjoy going to the soft play area, which provide challenges to support their mobility development. They enjoy trips to the park and use a variety of equipment. Children enjoy the food provided by their parents and they have a variety of fruits and are encouraged to drink water throughout the day. There are effective systems in place to prevent cross infection and the areas used by the children are hygienically clean.

Children are confident, showing good levels of self-esteem and building strong relationships within the childminding setting. They enjoy regular opportunities to meet and play with other children of a similar age. They attend activities both in the home and through attending community groups, for example, the children's centre. All children get on well together, sharing and taking turns during their play and to be considerate to each other.

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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