

Inspection report for early years provision

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| Unique reference number | EY394165 |
| Inspection date | 12/11/2009 |
| Inspector | Samantha Smith |

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| 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2009 and works jointly with her husband. They live with their three children aged 13 and twins aged two years in the N19 area of the London Borough of Islington. The whole of the ground floor is used for childminding with a dedicated play room and a fully enclosed garden.

The childminder is registered on the Early Years Register, the compulsory and the voluntary parts of the Childcare Register. She is registered to care for four children under eight years and there is currently one child on roll in the early years age range. The childminder uses local facilities, such as the parks and libraries.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder is committed to providing a welcoming and inclusive environment, where all children are valued and respected, and where their individual needs are fully met. The childminder has established highly effective partnerships with parents regarding children's individual needs, ensuring these are valued and catered for. The childminder has clear aims and objectives for the development of her service and has recently started to reflect on her own practice in order to benefit children in the future.

What steps need to be taken to improve provision further?

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

- further develop the observation and assessment systems to ensure that the next stages of learning are clearly identified across all areas of learning.
- further develop systems for monitoring the quality of the provision

The effectiveness of leadership and management of the early years provision

The provision is well led and managed. Children's welfare is well safeguarded because the childminder has a good knowledge of how to recognise, record and report any concerns that might arise. There are detailed policies and procedures in place, which underpin her practice and inform parents of her responsibilities prior to placement. Detailed risk assessments have been carried out with regards to the premises, toys and equipment.

The environment, particularly the playroom which is dedicated to children's play, is bright and stimulating and children feel extremely welcome and content in the childminder's home. Resources are made very accessible to ensure that all children can access the toys and equipment that they wish to play with. Space is well used throughout to provide children with the time and space to express their own

personalities. For example, children spend time engaged in their own play and others spend time engaged in play with the childminder and co-minder. All children are valued and their differing backgrounds and abilities are respected. Through the use of a wide range of resources, activities and menus, children are encouraged to learn about the wider world and to respect and embrace difference.

Children gain significantly from the excellent and very positive relationships that exist between their parents and the childminder. Detailed information received from parents is used effectively in planning to ensure that learning opportunities are provided which meet children's individual needs. Excellent systems are in place to keep parents well informed on aspects; including issues about their children have eaten what has been achieved through the day. This is done verbally, written daily reports, a parents notice board and through the use a very informative website.

The childminder demonstrates an understanding of developing partnerships with others and has recently begun to evaluate her practice to identify her strengths and areas for further improvement. Although this process is still in its infancy and she recognises that there is room for improvement. She is committed to meeting children's individual needs and bringing about sustainable improvements in order to maximise their outcomes.

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

Children are beginning to thrive in this well-organised environment where learning opportunities meet their individual needs. The childminder has a good understanding of the early learning goals and the six areas of learning. Observations and assessments are clearly linked to the Early Years Foundation Stage and acknowledge children's achievements. However, they do not clearly identify the next stages in their learning.

The childminder encourages children as she constantly talks to and communicate with them on a level appropriate to their age and stage of development. The use of books, songs and rhymes further reinforces and extends communication skills, even amongst the youngest children. The use of treasure baskets enables children to experience shapes and textures as they find various different objects. This ensures that children learn to be inquisitive and to enjoy new experiences safely. Children's independence is promoted as they are encouraged to make choices about what they play with from the very wide range of resources available to them that cover all areas of learning. There is a very good balance of adult-led and child-initiated activities and this allows children the freedom to express their needs whilst they develop their skills and learning. For example, whilst engaged in their play with a shape sorter, the childminder talks to them about the colour, size and shape of the objects.

Children clearly enjoy the constant interaction with both childminders who spend time talking with them and use appropriate language to increase their vocabulary. Their social skills and confidence are well supported as the childminder takes them

to group activities where they can interact with other children and take part in different types of activities. They participate in a wide range of outdoor activities which include visits to the local parks and other places of interest and accessing the well-maintained garden.

Children are cared for within a safe and stimulating environment which actively promotes their learning. Their individual routines are recognised and respected and information is shared with parents to enable good continuity of care. Detailed and comprehensive policies and procedures are used effectively, including those regarding accidents, medication and the care of a sick child. Food provided is healthy, nutritious and culturally balanced and mealtimes are a sociable time, where the childminders sit and engage with the children. Drinks are freely available depending on individual requirements, such as the provision of milk for babies. Children feel safe and loved in their care and they act as a good role model for them. Emergency evacuation procedures are practised on a regular basis so that even the youngest children are developing their own sense of safety.

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

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| 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

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| How effectively is the Early Years Foundation Stage led and managed? | 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 | 1 |

The quality of the provision in the Early Years Foundation Stage

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| 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

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| 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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met