

Inspection report for early years provision

Unique reference number	402757
Inspection date	15/02/2012
Inspector	Lynn Wordsworth

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 registered in 1992. She lives with her husband, their two adult children and one 15-year-old child in a terraced house in Clapton in the London Borough of Hackney. The family home is within walking distance of public transport, shops and parks. The whole of the ground floor is used for childminding and there is an enclosed garden available for outside play. The childminder walks to local schools to take and collect children. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for no more than six children under eight years, of these, no more than three may be in the early years age range. There are currently six children on roll in the early years age group attending at various times. The childminder is a member of the National Childminding Association network. The family has four cats.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder offers a warm, relaxing, play environment for children, where they enjoy a good variety of inclusive activities. The childminder organises and uses most resources effectively to support children's needs. As a result children are making good progress in their learning and development. Robust measures help to safeguard the children. The childminder works closely with parents and regularly informs them about their children's learning and care. The childminder demonstrates a strong capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- further develop children's opportunities for free-flow play by opening the garden area throughout the whole year.

The effectiveness of leadership and management of the early years provision

The childminder implements robust measures to support children's health and safety. She has a good understanding of child protection procedures, which helps her to protect children. Rigorous risk assessments for all areas that children play in and outings help ensure that children are safe at all times. The childminder has

clearly written policies that support inclusion and children's welfare, and shares these with parents. The childminder has full training in first aid, which helps her support children appropriately following any accidents. She requests all parental consents, such as for seeking emergency medical treatment and advice, trips and observations. This helps to maintain the management of the children's welfare.

The childminder provides a good balance of child-initiated and adult-led activities that meet the individual needs of the children. Resources are good quality and attractively presented so that children can initiate their own play. This helps children to make their own choices. Children visit playgroups within the local community to provide additional experiences. However, the childminder does not use the garden in the winter months to further extend outdoor play. The childminder reflects on her practice through the process of self-evaluation and shows a good capacity to maintain continual improvement. She is fully aware of her strengths and areas for improvement. Since her previous inspection the childminder has met the actions and recommendation set, making indoor and outdoor spaces safe for children. She uses training, such as for supporting boys, to develop her provision and improve outcomes for children. She is implementing her action plan, such as by arranging visits with those settings not yet sharing information, to provide the same level of continuity and progression for all children.

The childminder has established good working relationships with parents. The childminder takes positive steps to make sure that all children and parents feel valued and welcome in her home. She gathers information to meet children's individual requirements, for example, their languages spoken at home, dietary and health needs. Children regularly use a wide range of toys and activities that reflect positive images of diversity. They also take part in activities to learn about their own and other cultures, for example, celebrating festivals. This helps children learn about the wider society. The childminder informs parents about their children's learning and development through daily discussions and sharing their learning profiles. Parents inform the childminder of children's new skills or special days out so she can take account of these when planning. Most parents are involved in the self-evaluation process to improve outcomes for children. The childminder establishes good partnerships with most other providers supporting the children. They share information and she uses this to effectively support progression in children's learning.

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

The childminder has comprehensive understanding of the learning and development requirements. She makes effective observations of children's learning. She uses these observations to identify children's individual interests and their next possible steps in learning to inform future planning. Children also help to evaluate their own learning, which develops their self-esteem and sense of involvement. This leads to children making strong progress as they develop skills

to support their future learning.

Children arrive happily and show responsibility as they hang their coats up and take off their shoes. They are eager to find their name from the name board to show they are present. They have a wide range of opportunities to develop their creative skills as they manipulate modelling dough, safely using tools to make cup cakes, sausages, vegetables and fruits. The childminder extends the children's learning well. They count, cut pieces of dough to make halves and calculate how many pieces they need for everyone to share. They then extend their modelling further by making imaginative scenes, for example, houses for members of their family. Children show imagination as they enjoy dancing to songs and playing wooden instruments. They create their own rules with small-world figures, demonstrating very good negotiation skills. They develop early writing skills as they spontaneously make shopping lists or draw with chalks. They talk animatedly about their drawings, they say, 'This is a snail with horns, did you know that some animals have horns?' Children enjoy sitting with the childminder, looking through picture books as they turn the pages and show the emotions of the characters. Children develop their knowledge and understanding of the world as they talk about family holidays and play with resources that reflect disability.

Children show they feel very secure in the childminder's home as there are a range of safety measures in place to keep them safe. The childminder helps the children to learn about their own safety. For example, they walk, not run, around the home, and sit on chairs safely. When out in the community children are either strapped safely in the buggy or they hold on tightly to the side. They regularly practise the fire evacuation so they know what to do in an emergency. Children adopt healthy lifestyles. They follow good hygiene routines, such as washing their hands before they eat their snacks and lunches. Children enjoy healthy nutritious meals parents provide. They access drinking water throughout the day so they do not become thirsty. Children enjoy a range of energetic activities including playing in the garden, although free access to this area is sometimes restricted. They ride bikes, play with bats and balls, or run in the open space at the local park. At a local group they use activity frames, extending their skills as they climb and balance. The childminder manages children well. Their behaviour is very good and they develop co-operative skills well as they make friends with one another and the childminder's family.

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

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