

Inspection report for early years provision

Unique reference number	135509
Inspection date	29/11/2011
Inspector	Catherine Greene
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 has been registered since 1995. She lives with her husband and adult son in Winchmore Hill in the London Borough of Enfield. The childminder works with her husband who is also a registered childminder. Children have access to the ground floor of the house including the playroom, kitchen/diner, ground floor toilet and an enclosed rear garden. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. When working alone, she is registered to care for a maximum of four children under eight years of age at any one time. Of these, no more than three children may be in the early years age group. When working with her co-childminder she is registered to care for a maximum of seven children under eight years of age at any one time. Of these, no more than six children may be in the early years age group and of these, no more than two children may be under one year. There are currently nine children on roll with seven in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder plans a very broad range of activities overall that support the learning needs of all children exceptionally well. She is very well organised and provides constant supervision and attention to children's safety. Children are engaged in purposeful play and conversations and they are extremely happy, settled and interested in learning. The capacity of the childminder to maintain continuous improvement is excellent. Parents and children are able to contribute to planning and self-evaluation in order to promote highly effective practice.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- providing further opportunities for children to engage in a wider range of outdoor activities, for example, by planning time for visits to the local area.

The effectiveness of leadership and management of the early years provision

Children are safeguarded extremely well. The childminder follows clear procedures should she have any concerns regarding children's welfare. Appropriate policies and procedures help to ensure that information is secure, easily accessible and updated regularly. Highly robust systems are in place to ensure that thorough risk assessments are completed and followed. Clear records are kept relating to the

attendance of children and visitors. The premises are very secure, clean, maintained to a high standard and are welcoming and attractive for children and their families. Resources both indoors and in the garden are accessible and assessed regularly for safety. Small group activities and one to one work further enhance children's learning. Children thoroughly enjoy their time with the childminder and develop into enquiring, reflective and resourceful learners. They benefit from an extremely well organised learning environment, where toys and equipment are easily accessible. As a result, they are able to make choices and develop independence.

Parents' involvement and support contributes to the success of this established childminding setting. They are provided with a wealth of information about the topics being covered by children, how to promote learning at home and their own children's progress. This combined with the childminder's ready willingness to talk with parents, means that they have excellent opportunities to become involved in their child's learning. The childminder is highly motivated and committed to providing outstanding play and learning experiences for the children. In partnership with her co-childminder, they have a significant range of experience and skills. They also have high expectations of themselves and others so that, together, they create an effective partnership that drives improvement. Rigorous monitoring leads to good communication and swift changes when necessary. The partnership with the local school means clear lines of communication are firmly in place. As a result, the needs of children attending are continually met. Clear lines of communication and responsibility result in a consistent approach and flexibility to ensure top quality provision for children at all times.

Equality and diversity is promoted extremely well. Children participate in a range of interesting activities relating to festivals and use a range of good quality resources that reflect people in the diverse community. The childminder provides a place for children and their families where they feel welcomed and at home each time they arrive. They plan activities with insight so that everyone including those with English as an additional language are included. They use additional communication methods, including visual aids and signing, to encourage the participation of all children.

The childminder and her co-childminder work extremely well as a flexible team. They are highly focused on their own areas of responsibility but also alert to what is happening elsewhere in their setting. Rigorous monitoring and evaluation of all aspects of the childminder's work lead to regular appraisal and actions to improve. Systems of evaluation are in place regarding the educational programmes, safety, personal development and the service provided. Recommendations set at the last inspection have been addressed fully and the childminder's very high standards have been maintained.

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

Children are captivated by all the exciting play opportunities that are available from the moment they arrive. They respond very positively to adults and the other

children attending. They quickly grow in confidence and develop the skills they need for the future through playing in a highly settled environment. They respond extremely well to consistent routines and expectations. Children take delight in experimentation, thinking independently and realising that they have learned something new. Displays of children's creative work, photos and activities alongside educational posters create a stimulating and welcoming environment in which they can play and learn. Children benefit from lots of clear play space and enjoy dance and movement and jumping and balancing during the tumble tots session. They develop their sense of size and measure when making their own play dough or cutting up vegetables to use with paint. They use large wooden bricks to build towers and use a range of construction sets that help develop their problem solving skills.

During free play, children are supported extremely well by the childminder, who enables them to use resources that promote language and numeracy skills. They participate very well when singing using a range of musical instruments. Children become thoroughly absorbed during story time, because the childminder is innovative and makes the stories interesting with the use of props. In addition, older children benefit from the use of a computer, enabling them to develop their awareness of technology. They have access to a wide range of books that support their learning and enjoyment of reading very well. Children behave extremely well; they politely ask other children to pass paintbrushes during their painting activity. They show understanding of their friends' needs and have the capacity to become fully engrossed in imaginative and creative play together. They develop an extremely good sense of security and attachment to the childminder and an awareness of personal safety. For example, they know to ask the childminder to open a safety gate for them when they need the toilet. They regularly practice the fire evacuation drill, which enables them to cope in the event of needing to leave the premises in an emergency.

Children learn extremely well about making healthy choices, for example, during a creative activity where they taste and eat different fruit and vegetables. They thoroughly enjoy identifying new words and the names of the tropical fruits and vegetables from different countries. This encourages them so that they are willing to try fruits and vegetables with new tastes and textures. Children engage in daily physical activity indoors and outside. Although, there are temporarily fewer opportunities for children to take part in outings away from the premises, they engage in a wide range of experiences overall. As a result, they make rapid progress and develop excellent skills for their future learning.

The childminder and her co-childminder are experienced and knowledgeable. They have a thorough understanding of how young children learn and ensure the provision is of consistently good quality throughout the day. They record their observations of children's interests and achievements and use the information to adapt their planning. Activity planning is firmly based on the individual interests of the children. Close monitoring, also makes certain that all areas of learning are covered. The daily planning is rich in meaningful activities and seamlessly linked with the different areas of learning.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
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	1
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----