

Inspection report for early years provision

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Inspection date	09/03/2011
Inspector	Carolyn Hasler
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 registered in 1995. She lives with her two adult children near to Enfield town in the London Borough of Enfield, close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding, except the bedrooms. She has two cats as pets.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age range. She is currently minding three children in this age group. She also offers care to children aged over five years to 11 years. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and goes to several toddler groups regularly.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This childminder offers a welcoming and friendly service. There are successful measures in place to acknowledge children's individuality. The childminder has effectively introduced the Early Years Foundation Stage into her practice. All welfare and learning and development requirements are met. The setting has improved children's outcomes since the last inspection. There is a consistent approach to service improvement. The childminder is enthusiastic and is keen to address weaknesses and implement change.

What steps need to be taken to improve provision further?

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

- consider obtaining parental permission for children to take part in outings
- develop further observations and assessments linking them into the six areas of learning to help plan and extend future learning

The effectiveness of leadership and management of the early years provision

Adults living on the premises are suitable to have contact with children. The childminder demonstrates a high level of commitment to promoting safety including assessing for hazards at the setting and on outings. Regulations and duties are met to safeguard children. The childminder is knowledgeable about child protection issues and has a number of procedures in place to underpin her practice. She also has a copy of the guidance from her Local Children's

Safeguarding Board to follow should she have a concern.

The childminder has maintained her paediatric first aid and has completed training on safeguarding and food safety in catering since her last inspection. She acknowledges she has not attended many courses but has ensured her development through her own hard work and commitment to learning new skills. This has helped her improve her practice and has a positive impact on the service she delivers to children and their families. The childminder has effectively met recommendations raised at the previous inspection and this has improved outcomes for children. She now has clear targets for all children regardless of their age and has a wider range of equipment and resources for children to support this. Children make good use of the garden, exploring nature, helping to grow vegetables and engage in physical activities. They can not access the pond as this area has been fenced off. The childminder has successful procedures in place to help her review how effective systems work. Her self evaluation is an accurate appraisal of the settings effectiveness and recognises what needs to be done to secure further improvements.

Children have access to a well planned environment. Toys and equipment are stored at low level and are easily accessible to children. They are of good quality and well maintained. The childminder understands how to use resources successfully to ensure children maximise learning. Parents knowledge of their own children's development, contributes to the childminder's secure knowledge of starting points. Children's learning journeys are followed through observations which are closely linked to the early year's principles. However, they are not yet linked to the six areas of learning. Next steps are identified and reached. As a result of the childminders commitment to challenge and support learning, children are making good progress towards identified targets.

The childminder appropriately and actively promotes equality and diversity. She understands the needs of individual children well and helps them feel included by providing them with a range of resources specific to their needs. Children's religious and cultural differences are celebrated. They are also learning about the wider world through a range of activities and experiences. These promote their awareness of differences in gender, ethnicity, religion, culture, disability and special educational needs.

The childminder has highly positive relationships with parents and carers and relationships are well-established ensuring that each child's needs are met. Parents views are sought to evaluate the delivery of the service. They are actively involved and consulted about all areas of children's development. Parents are invited to use a range of communication systems, which include daily records, phone calls, text and e-mails. However, written parental consent for outings are not consistently in place. Parents receive lots of information in written form to help them feel confident in the service they receive. The childminder has long term relationships with other local settings. She fosters positive working relationships with these through passing on letters and messages and making herself accessible to discussions on children's development. She understands the importance of working consistently through the sharing of information.

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

Children are happy and enjoy their time while at this setting. They are enthusiastic and motivated to learn and are engaged in a variety of indoor and outdoor activities. Resources are used well to support their learning and development. As a result children are achieving in relation to their capacities and starting points.

Children feel safe at this setting; they build a strong sense of self and a shared sense of their community. Children are building awareness of safety; they talk about keeping safe when walking home from school. Very young babies feel secure in this setting; they receive warm and responsive care with lots of close bodily contact to help them feel reassured. All children separate well from their parents and appear happy and settled. They are building secure and strong attachments to the childminder. Children are forming friendships and are able to play and learn independently or jointly sharing experiences with others. There is a sense of children feeling included and belonging. Behaviour is generally good, children are aware and comply to boundaries that keep themselves and others safe. Policies and procedures and documentation which underpin safety are used effectively to support the settings good practice.

Children are building an awareness of the importance of having a healthy lifestyle. They are active and exuberant in their play, moving around the environment with ease. They have a range of play resources which support their awareness of their bodies and help develop control and balance. For example, scooters, tunnels, tents and swings. In addition they make use of the local park to enhance and extend their abilities. Very young children are encouraged to roll and stretch and are supported to sit, they are stimulated to move and explore by the childminder who provides them with exciting play resources. Most children are independent in their use of bathroom areas but need some prompting to remind them to follow hygiene routines. They are all familiar with hand washing and understand why this is important. Children are learning the importance of healthy eating and are offered a selection of healthy choices. Drinks are available throughout their day. Babies and younger children appear content and settled because their health, physical and dietary requirements are well met.

Children are making good progress in their communication, language and literacy skills. Babies respond to voices and use a variety of verbal and non verbal expressions to share their feelings. Older children are chatty. They enjoy and have easy access to books and other resources which prompt interest and engage children in a range of conversations about their play. Children have opportunities to mark-make and enjoy art and craft activities which they like to take home at the end of the day. Babies are beginning to develop their early fundamental skills and actively explore their surroundings with curiosity. Older children have a range of matching games, puzzles and construction equipment including railway tracks to put together. Children have a growing awareness of colours, numbers and shapes and are using their knowledge within their play. Children are encouraged to be aware of information, communication and technology through playing with

interactive resources such as torches, phones and some access to computer type equipment. There are lots of prompts within the role play equipment which encourage children's awareness of technology.

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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