

Inspection report for early years provision

Unique reference number	147008
Inspection date	26/02/2009
Inspector	Siobhan O'Callaghan
Type of setting	Childminder

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the childminding

The childminder was registered in October 1987. She lives with her husband, their adult daughter, their son-in-law and young grandson aged 21 months. The family live in Friern Barnet in North London. The home is close to local shops, parks and schools. The childminder uses all areas of the ground floor for childminding purposes. There is a secure garden for outside play.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding one child in this age group. She also offers care to six children in the later years age group, they are all at full-time school and therefore only attend either before or after school or during the school holidays. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register

The childminder collects children from the local school and attends several toddler groups on a regular basis. She is a member of an approved childminding network and has a recognised early years qualification in Children's Care, Learning and Development.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children receive warm and consistent care as the childminder values working in partnership with their parents, she ensures that she has the majority of documentation in place to promote all aspects of children's welfare. Children with specific learning requirements and those with individual health needs are successfully cared for; consequently they are fully included within all aspects of the provision. The childminder plans an interesting range of activities and experiences to promote children's learning with due emphasis on taking the lead from them. She demonstrates a positive approach to promoting continuous improvement within her provision which is evident in her commitment to attending ongoing training opportunities and through her development of self-evaluation.

What steps need to be taken to improve provision further?

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

- develop assessment systems to show how these relate to all aspects of the early learning goals and how this information is used to inform children's next steps in their learning
- improve risk assessments so that they are consistently recorded and are readily available
- ensure all children's records are available and accessible this refers to children's individual contracts and parents permissions.

The leadership and management of the early years provision

The childminder is an experienced and qualified early year's practitioner. She continually updates her knowledge and skills through attending relevant and interesting training opportunities that help to bring about positive outcomes for children. She is enthusiastic about her work with children which is permeated within her positive interactions with them. Children are presented with a well organised environment where they are fully supported to become independent and active learners. The childminder values their ideas and suggestions and thus fully involves them in making decisions about their play as well as encouraging them to participate in the purchasing of new resources. Therefore, her practice and systems for self-evaluation acknowledge the importance of involving children. Since the last inspection the childminder has extended her resources to promote diversity and inclusion. She ensures that all children feel valued and experience a sense of belonging as their home backgrounds and cultures are celebrated within the provision.

The childminder has devised comprehensive records, policies and procedures to support her in managing children's welfare and development within the Early Years Foundation Stage. Most records are meticulously maintained and overall support children's welfare effectively. However the accessibility of some documentation is limited, for example, risk assessments and an individual child's contract were not available thus current processes may not be fully robust. Children's personal safety within the setting is supported through many efficient measures, for example, they are involved in participating in regular emergency evacuation drills and help to keep the environment safe by ensuring that toys are put away safely. The childminder is able to protect children from harm or neglects as she has a secure understanding of Local Safeguarding Children Board procedures. Her effective supervision of children and her clear systems in place to protect children from unvetted people further supports her in ensuring that children are safeguarded.

The childminder has established secure and professional relationships with parents and the schools that children attend. Parents are provided with good quality information about the early years provision and the services the childminder offers. They are encouraged to share detailed information about their children's individual needs before they start, this supports the childminder in offering secure and consistent care to children. The childminder keeps lines of communication open with parents. Information is shared on an informal daily basis as well as parents having opportunities to participate in parental questionnaires where they can share their views of the services offered as well as to make suggestions for future development. The childminder has begun to maintain bright and informative assessments to map children's progression. These are available to parents. Colourful photographs are used to demonstrate children's progress and help to capture many of their individual achievements.

The quality and standards of the early years provision

Children have good opportunities to learn and develop through a variety of exciting activities and experiences. The childminder ensures that she provides purposeful play and exploration, both in and out of doors, with a balance of both adult-led and child-led activities. For example, children are confident to instigate activities of their choice. They bring favourite stories to the childminder and request to have these read to them. At the end of the story the childminder suggests that they might like to look at some further books; she then introduces a story sack with puppets and games. Children are delighted to handle the finger puppets and match the different animals to the ones that they can see in the book. As children are clearly interested in this activity the childminder sensitively extends their learning through introducing a game to develop their number concepts. Children confidently count how many spots the ladybird has on her back and then matches this to another ladybird with the same amount of spots. The childminder continually extends their language and thinking as she talks to them about their interests and asks them open-ended questions to encourage them to speak. Children clearly thrive on the consistent praise and recognition they receive for doing so well.

Children receive good levels of attention and support which in turn motivates, them to learn. Children love to be involved in daily routines, for example, they are excited to help make porridge for their breakfast. The childminder gives them the responsibility for pouring, measuring and mixing ingredients as well as choosing a favourite topping. She encourages them to look at the ingredients before they are cooked and then to observe the changes once this is ready to eat. Children learn responsible and safe behaviour as the childminder helps them to load the dishwasher once they have eaten and she talks to them about the importance of recycling and the impact on our environment. Children develop an awareness of dangers in the home as they learn about safety in the kitchen with regards to hot foods and sharp utensils. Within the garden they learn how to climb up and down stairs safely and to use outside equipment responsibly. Children have frequent opportunities to be active and to develop their physical skills as they play in the garden with the many resources available to them. Their finer-manipulative skills are promoted through lots of challenging activities including creative play where they make models using a variety of resources including scissors, glue, pens and paper. The childminder maintains individual assessments for all children within the Early Years Foundation Stage. These comprise of photographs of children enjoying activities and experiences with the childminder. Parents have access to these records and can contribute their comments. As yet the childminder has not linked these assessments to all areas of learning and is not currently utilising these to inform their next steps in learning, therefore the monitoring of their progression may not be secure.

Children are developing positive health and hygiene practices which contribute to their good overall health. They are well-nourished as they eat wholesome and nutritious foods; children with special dietary requirements have their needs effectively met as the childminder liaises with their parents closely about the foods to be provided. Children are developing effective personal hygiene practises as

they wash their hands at appropriate times throughout the day. After meals they are supported to brush their teeth and learn about the importance of this task. Children have consistent opportunities to play, eat and rest in comfort as the childminder tailors her routines around their individual needs. Young children benefit from undisturbed sleep as they rest in a quiet room with appropriate furniture and bedding to aid their comfort. Children feel a sense of belonging within this setting as the childminder values their home backgrounds; she learns key words in their home languages so that she can communicate with them in her provision. Children excitedly observe photographs of themselves and their friends as they watch a continual slide-show on the childminder's computer. They are developing positive habits and behaviour that is appropriate to good learners. Children are very polite and respectful as they say 'please' and 'thank you' and want to be helpful as they enthusiastically help to keep their environment tidy. Overall, children are developing valuable skills that set secure foundations for their future 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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	2

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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.