

Inspection report for early years provision

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Inspection date	28/05/2012
Inspector	Margaret Moffat
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 1984. She lives with her daughter in a three-bedroom house in North Finchley. The childminder uses the whole of the ground floor for childminding, with sleeping and toilet facilities available upstairs. There is an enclosed garden available for outdoor play. The childminder makes use of the local facilities such as parks, the library and toddler group. The family has a dog and a cockatiel.

The childminder may 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 three children in this age group. She also cares for two school-age children. Children attend full-time and part-time. The childminder's daughter is also a registered childminder. When working together they can care for no more than six children under eight and two may be under one. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a warm and welcoming environment where all children are valued and included. Children make good progress in their learning and development as the childminder knows each child well and provides them with a range of activities to support their learning. Children's welfare is suitably promoted, although the childminder is in breach of a specific legal requirement with regard to documentation. Some policies have not been updated. The childminder develops good relationships with parents and involves them in their children's care and education. The childminder is beginning to reflect on her practice and demonstrates a suitable capacity to maintain ongoing improvements.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- keep a record of risk assessment clearly stating when it was carried out , by whom, date of review or any action taken following a review or incident (Documentation) 11/06/2012

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

- include any assessment of outings and trips in the record of risk assessment
- update safeguarding policy to be in line with Local Safeguarding Board guidance and procedures.

The effectiveness of leadership and management of the early years provision

The childminder is aware of her duty to protect the children. She demonstrates an awareness of the procedures to follow if she has concerns about the children in her care. However, her safeguarding policy is not in line with Local Safeguarding Board procedures. The childminder has appropriate procedures in place to leave children with a responsible person in case of an emergency. The childminder does not have a record of risk assessments and this is a breach of a specific legal requirement. The impact on children's safety is minimal as the childminder conducts risk assessment of her home and garden and uses a range of safety features such as stair gates and fire detection equipment to minimise risks. Outings are risk assessed but the childminder does not follow the good practice of recording these assessments.

Children have ample toys and resources to play with which cover all areas of learning. These are appropriate for the different ages of children attending and are set out to allow children to make choices in their play. The childminder helps children learn to respect each other and recognise one another's individuality. There is a range of toys and resources to provide children with positive images of the world around them such as books, small world people and dressing up clothes. Children also learn about the world around them through outings in the local community.

The childminder is able to identify her strengths and areas for improvement. She considers her caring approach to be a key strength and her paperwork to be an area for improvement. The childminder has addressed the recommendations since the last inspection and she has updated her first aid certificate. This shows a commitment to ongoing improvement.

The childminder works in partnership with other settings children attend, exchanging information to help promote children's care and learning. The childminder builds positive relationships with parents. She gathers and records information from them with regard to their children's needs and requirements. She provides them with information regarding their child's day and activities they have been involved in through daily diaries and discussions. They discuss children's progress regularly. The childminder uses the information about what children are doing at home and incorporates this into their play and learning.

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

Children are happy and content in the childminder's home. When they arrive back from nursery or pre-school they make themselves at home and involve themselves in the activities on offer as they make independent choices. Children's behaviour is good because the childminder has a consistent approach to deal with behaviour issues. Children are encouraged to share and take turns as they play and they respond to childminder's request to tidy up. Children show kindness to one another as they hold doors open when others are walking through and they have good manners. Children smile with delight when they receive praise from the childminder.

The childminder knows the children well and demonstrates a good understanding of what she is working on with the individual children to help them make progress in their development. The childminder makes observations of the children, which she shares with parents through daily diaries, notes she has made and photographs taken. The childminder encourages children's early language development as she repeats what they are trying to say using the correct language and grammar. For example, as they walk around the room picking things up to show her or as they are walking down the stairs and count as they go. The childminder encourages the children to talk about their morning at the other settings and asks questions developing their early communication skills. They tell her about the crowns they are making and they are having a celebration. All these experiences help children develop the skills they will need for their future learning.

Children have daily opportunities to be out in the fresh air. The childminder takes children on a variety of outings. These visits enable the children to become aware of their local community and mix and socialise with others. Children have opportunities to play in the garden and to visit the park, where they play on the large apparatus available. This helps develop their physical skills. Children are learning good hygiene routines as the childminder encourages them to wash their hands after using the toilet and before eating. Separate flannels are provided minimising the spread of infection. Children inform visitors why they need to wash their hands as they say they have been to the toilet. Children are becoming aware of keeping themselves safe. They follow the routine as they are leaving the house and going to the car park and wait for the childminder at certain points until she tells them they can move on or open the door. They learn road safety on outings. The childminder involves children in recycling as they learn to put waste items into the relevant boxes. This develops children's awareness of looking after the environment.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- keep a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email (procedures for dealing with complaints) (also applies to the voluntary part of the Childcare Register) 11/06/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified for the compulsory Childcare Register (procedures for dealing with complaints) 11/06/2012