

Inspection report for early years provision

Unique reference number	147187
Inspection date	14/05/2009
Inspector	Anneliese Fox-Jones
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 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 has been registered since 2000. She lives with her husband and three adult sons.

The family live in Southgate in the London Borough of Barnet. They live a residential area, close to local transport routes and facilities. The ground floor areas of the house are used for childminding and there is a dedicated playroom and a fully enclosed garden available for outside play. Access to the premises is via a few steps. The family have a pet cat.

The childminder is registered on the Early Years Register, the compulsory and the voluntary parts of the Childcare Register to provide care for a maximum of five children at any one time. She is currently minding one child in the early years age group and two children in the later years age range.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children experience close and warm relationships with the childminder which help them to feel secure and settled. The indoor environment is welcoming and well-resourced and there are good opportunities for outdoor play. The childminder has positive relationships with parents which ensure that all children's needs are met. The childminder effectively promotes their individual well-being through some secure policies and procedures. All children are included, given a chance to succeed and are making progress towards the Early Years Foundation Stage (EYFS). The childminder strives to ensure that she constantly improves and is currently developing appropriate self-evaluation in order to monitor her practice and provision.

What steps need to be taken to improve provision further?

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

- review the safeguarding policy to ensure it is sufficiently robust for recording and reporting concerns and contains a procedure to follow in the event of an allegation being made against the childminder
- develop the use of observations and assessments to identify learning priorities and match these observations to the expectation of the early learning goals.

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

- conduct a full risk assessment and review it regularly, identifying aspects of the environment that need to be checked on a regular basis and when they have been checked (Suitable premises, environment and equipment, also applies to the compulsory and voluntary parts of the Childcare Register).

01/06/2009

The leadership and management of the early years provision

The childminder continues to make improvements to her practice in order to provide good quality care for all children. For example, she attends relevant training courses to update and enhance her skills. Most documentation is maintained efficiently. The childminder has some effective policies that contribute to children's health, safety and well-being. Children are protected in this setting because the childminder has an appropriate understanding about safeguarding procedures. However, the safeguarding policy is brief and lacks clear guidance and robust risk assessments are not yet established in identifying all aspects of the environment that need to be checked on a regular basis. This potentially compromises safety. Nevertheless the environment is child-friendly and supportive and gives children opportunities to become independent and develop a sense of security.

The childminder effectively organises her resources and her time to ensure that children are fully supported to be independent and therefore, become active learners. Children's self-esteem is boosted as they observe their art work and pictures on the wall or in a scrap book. Although the childminder has yet to fully develop appropriate systems so that children's work and assessments are linked with the early learning goals and then used to inform future planning opportunities for children. Therefore, monitoring of children's progress is less well implemented.

The childminder is beginning to develop systems to monitor and evaluate the quality of her practice and is in the process of completing a self-evaluation form, to ensure that any improvements made are well-chosen and carefully planned. The childminder builds close relationships with parents and keeps them well informed about her setting, the child's well-being and what they have been doing. Daily discussions are welcomed to maintain a two-way flow of information. She seeks regular feedback from parents and children as well as distributing parent questionnaires. She has also established valuable links with schools that children attend, which enables her to provide continuous and secure care for the children. It is clear through parents' letters of thanks that they are happy with the care their children receive.

The quality and standards of the early years provision

The childminder provides a safe and welcoming environment in which children's welfare and well-being is effectively promoted. She sets clear boundaries to keep children safe and reinforces positive behaviour well. Children's good health is also promoted through providing children with regular physical play, as they move freely between the indoor and outdoor environment, a good diet and opportunities to rest as required. They are supported to use wheeled toys, a mini trampoline and refine skills in skipping and jumping so that they become confident in movement. Children learn to keep themselves safe through discussions and practical experiences within their everyday routines. They develop social skills as they mix

with other children at the various toddler groups they attend. The childminder works effectively to ensure that she has a good understanding of children's individual, cultural and religious needs. Children also access many resources which reflect positive images which the childminder uses to talk openly with the children about respecting differences. They have clearly built positive relationships with the childminder. Praise and encouragement are regularly used to promote children's self-esteem and confidence.

The childminder appropriately promotes children's learning and development. Their learning environment is well-organised and encourages purposeful play and exploration, both in and out of doors, with a balance of adult-led and child-led activities. This results in children being stimulated and involved in a wide variety of interesting and age-appropriate learning opportunities that help to promote their progress towards the early learning goals. The childminder knows the children's individual needs well and uses her observations of their play, work and interactions to record children's interests, achievements and progress. However, these observations are not yet linked to the early learning goals and used to take children to the next step in their learning and development. Children with additional learning and development needs are appropriately supported because the childminder works in close partnership with their parents and carers to meet their individual needs.

Children's communication, language and literacy skills are well supported both through interactions with the childminder, as well as through frequent opportunities they have to look at books together, draw, paint and make marks on paper. Children have an enjoyable time as the childminder is skilful in following their interests and developing these with them. For example, children enthusiastically enjoy looking at animals in books and playing with small animal figures. They listen attentively to the story, fill in the words at the end of the page and make animal noises to match the pictures. Children enjoy matching shapes and pictures on puzzles, they are starting to count during their play and solve problems such as how many chairs and bowls are needed. These activities help to support their mathematical development. Children are able to express themselves creatively and use their imaginations as they participate in dressing up and a variety of art and craft activities. Children enjoy squeezing out the paint to bang splodges of paint on their paper, whilst mixing a variety of colours. Overall, children are happy and content in the childminder's care; they receive good quality support and interaction.

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?	2
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?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment)

01/06/2009

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 in the early years section of the report (Suitability and safety of premises and equipment)

01/06/2009