

Inspection report for early years provision

Unique reference number	147274
Inspection date	22/05/2009
Inspector	Caren Carpenter
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 was registered in 1992. She lives with her husband and one child in a two bedroom house within the London borough of Barnet.

The whole of the ground floor of the house and one bedroom is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of five children at any one time and is currently minding three children in the early years age group on a part time basis.

The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. The childminder takes and collect children from local schools. The childminder takes children to the local park, library, toddlers groups and children's centre. The childminder has a Labrador dog.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are happy and are cared for in a warm, welcoming family home, where they are well supervised by the childminder. High value is given to the uniqueness of each child to promote their well-being and development. The childminder is able to evaluate the strengths and areas for improvement in her provision and constantly strives to improve the support and learning experiences she offers to children in her care.

What steps need to be taken to improve provision further?

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

- involve parents more effectively in assessing children's starting points.
- use observations of children's achievements to identify learning priorities and plan relevant experiences for the next stages in their development

The leadership and management of the early years provision

The childminder is committed to helping all children progress and takes steps to ensure their welfare is well promoted. She has a good knowledge of how to safeguard children in her care and to promote their good health. For example, written policies and procedures reinforce her practice; she understands how to manage any child protection concerns effectively and follows good routines to protect children's health. Children play safely, both indoors and out because the childminder carries out regular risk assessments in all areas of her home to promote their safety and records her findings.

The childminder organises her home and play resources well, enabling children to

make choices freely and safely. For example, children choose from an exciting and stimulating range of resources that are stored on low-level shelves and in boxes that are labelled with the pictures of the toys, supporting their independence skills.

The childminder ensures the continuous improvement of her provision by assessing and recording what is being done well and what needs to improve. She shows a strong commitment to developing and improving her practice. For example, she has attended additional training courses to enhance the care and learning experiences she provides to the children.

The childminder works very well with parents and has effective systems in place to obtain and share information with them. For example, she ensures that parents know how their children are progressing and developing as all relevant information is shared between them on a daily basis. Parents receive good information about the provision including written policies and procedures and are kept fully informed of their children's achievements and progress. However, the childminder is not yet involving parents in assessing their children's capabilities and starting points to plan for their learning and development. Written comments from parents say the childminder is devoted, patient, loving and gives lots of attention to their children.

The quality and standards of the early years provision

Children are very happy, secure and thoroughly enjoy the quality time the childminder spends playing with them. The environment is well presented to ensure that learning is fun and help the children make good progress in their learning and development.

The childminder takes individual children's interest into account when planning activities and planning effectively includes the six areas of learning. She ensures that there is range of planned, purposeful play both indoor and outdoors with a balance of adult-led and child-led activities which helps children to be active learners. Children's ability and involvement in different activities is observed and recorded using photographs of them participating in a stimulating range play and learning experiences. However, information gained from observations is not used to move children on to the next stage in their learning.

Children are provided with good opportunities to help them make progress towards all areas of learning and development. The childminder builds on children's experiences through actively being involved in their play and learning. For example, children thoroughly enjoy themselves during water play, pouring and filling their water equipment, squealing with delight. The childminder engages very well, talking, praising, smiling and laughing with the children. Consequently children enjoy her company; they are happy, secure and confident in the childminder's care.

Children enjoy participating in a wide range of interesting and exciting activities, such as blowing and catching bubbles in the garden, looking at books, completing simple puzzles, matching shapes, exploring and investigating programmable toys as they find out how things work.

The childminder plans good opportunities for children to visit various places of interest and to participate in a wide range of interesting activities. For example, regular trips to the children's centre, Paradise Park and Oldham Country Park. This contributes effectively to children's learning and play experiences.

The childminder actively promotes a healthy environment because she is a good role model. She teaches children well how to stop germs from spreading because they regularly wash their hands after using the toilet and before eating. Children's dietary needs are taken into consideration and are offered healthy and nutritious meals and snacks such as, selection of fresh fruit daily, chicken pasta bake, salad and vegetables. In addition, they are offered a selection of fresh fruits daily and regular drinks throughout the day.

Children are provided with opportunities to learn about diversity as the childminder provides resources, such as books and dolls, which reflect positive images of the wider world. This creates an inclusive environment that encourages children to feel a sense of belonging and promotes their self-esteem.

The childminder understands how to manage children's behaviour appropriately, for example, she praises children's achievements, promoting their confidence and self-esteem. She has clear and meaningful written guidelines for acceptable behaviour for children, which she shares with parents. She has built close and loving relationships with the children. As a result, children are happy and settled in her care.

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:	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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