

Inspection report for early years provision

Unique reference number	147286
Inspection date	17/07/2009
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 1988. She lives with her husband in a three bedroom house within the London borough of Barnet. A purpose built, self contained premises at the end of the childminder's garden is used for childminding. There is a secure garden for outdoor play. There are no steps to access the premises.

When working alone the childminder is registered for a maximum of three children in the early years age group of these none may be under one year, when working with two assistants, may care for nine children in the early years age group; of these, none may be under one year and when working with an assistant, may care for no more than six children in the early years age group; of these, none may be under one year. The childminder is currently caring for eight children in the early years age group.

The childminder is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register.

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 and welcoming home. The childminder and her assistants spends quality time with the children supporting their learning and development effectively towards the Early Years Foundation Stage. Inclusive practice is promoted well because high value is given to the uniqueness of each child to promote their well-being and development. Self-evaluation is in the early stages and the childminder is beginning to reflect where improvements can be made in order to improve the play and learning experiences she provides for the children.

What steps need to be taken to improve provision further?

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

- continue to use observations of children's achievements to identify learning priorities and plan relevant experiences for the next stages in their development
- gain knowledge and understanding of the Local Safeguarding Children Board procedure

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

- conduct a risk assessment that covers everything with which a child may come into contact, include the date of review and any action taken following an incident (W3 Suitable premises, environment and equipment) (also applies to both parts of the Childcare register)

14/08/2009

The leadership and management of the early years provision

The early years provision is well managed by the childminder and her assistants. Children are safeguarded because all household members are suitably vetted. The childminder has a good understanding of child protection issues and understands the importance of reporting child protection concerns, although she is not fully familiar with the Local Safeguarding Children Board procedure.

The childminder provides a safe, secure and child friendly environment enabling children to feel a sense of belonging. She has good record keeping systems in place so children's individual needs, likes, dislikes and routines are known and provided for.

The childminder carries out visual safety checks and recognises potential hazards in her home, however, she does not record or monitor the actions taken to minimise them to ensure the safety and welfare of the children.

Although the childminder has not yet completed a written self-evaluation form, she has the ability to identify areas of her practice that she would like to develop. Good improvements have been made since the previous inspection with the childminder fully addressing the recommendations that were raised. For example, children's safety is promoted because the childminder has minimised potential hazards in the garden and records the names of the assistants looking after the children and the times they are present.

The childminder uses time and resources effectively so that children feel safe and secure. This enables children to independently choose from a good range of play resources that they enjoy which are easily accessible, well presented and stored at low-level.

Inclusive practice is very well addressed and individual children feel a sense of belonging. The childminder talks to parents before children attend her setting in order to find out about their children's individual needs and any relevant information relating to the child's abilities. The childminder has effective systems in place to share information with parents. She keeps parents well informed about their children's daily routine and their developmental progress to ensure their individual needs are met. For example, each child has their individual photo album with photographic evidence of their time spent with the childminder.

The quality and standards of the early years provision

The learning environment is well presented to capture children's interest and to help them make good progress towards the early learning goals. The childminder spends quality time playing with the children and is skilled in extending their learning through a balance of adult-led and child-led activities which help children to be active learners. Children enjoy their time with the childminder; they are

engaged, happy and interested in their play. For example, children take pleasure in making a special bread to take home and share with their family as part of the weekly Jewish tradition. In addition, children have good opportunities to learn about similarities, differences and about the wider world in which they live through a range of activities.

Children confidently make independent choices and self-select toys, activities and resources they are interested in. For example, they thoroughly enjoy participating in a wide range of quality activities such as painting, play dough and completing simple puzzles.

Children's ability and involvement in different activities is observed using photographs of them participating in a stimulating range of play and learning experiences. However, the childminder is not yet using observations of children's achievements to identify learning priorities and to plan relevant experiences for the next stages in their development.

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 they are offered healthy meals and snacks such as chicken, rice, Israeli couscous, pasta, potatoes and a selection of vegetables. The childminder ensures all children have regular drinks that are available at all times. Children have good opportunities to enjoy fresh air and exercise. For example, they play in the garden and move skilfully and freely with pleasure and confidence using a range of outdoor play equipments. In addition, they enjoy participating in weekly yoga sessions further developing their coordination and large muscle skills.

There is strong emphasis on promoting positive behaviour so that children are aware of what is expected of them. The childminder and her assistants have a calm and friendly manner, which promotes a relaxed and positive environment for all children.

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?	3
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?	3
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 14/08/2009

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 14/08/2009