

Inspection report for early years provision

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Inspection date	24/03/2011
Inspector	Julie Biddle
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 was registered in 2001. She lives with her two adult children and one younger child in the London borough of Barnet. Children have use of the ground floor of the house. The garden is not used, however the childminder uses local parks for outdoor experiences.

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

She may care for no more than five children under eight years, of these, not more than three may be in the early years age group, at any one time. There are currently two children in the early years age group on roll.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individuality is recognised and nurtured by the childminder who has a good knowledge of their individual needs and requirements. The childminder offers age-appropriate resources and activities suitable to each child's age and stage of development. As a result children are mostly suitably challenged and make good progress in their learning and development. The childminder has established secure relationships with parents to ensure a combined approach for children's individual well-being and learning. Children's welfare is safeguarded and all documentation required for the safe management of the provision is in place. The childminder effectively evaluates the service she offers, this has a positive outcome on children's welfare and development and provides continuous improvement to the service she offers.

What steps need to be taken to improve provision further?

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

- improve the systems for observations, planning and assessments to further promote children's individualised learning

The effectiveness of leadership and management of the early years provision

The childminder has a secure understanding of safeguarding procedures and knows her role in protecting the children in her care. She has completed records of risk assessments for her home. Children are kept safe on outings; the childminder helps children to learn road safety and routinely checks for hazards, for example, she checks for glass and broken equipment before children play at the park. The childminder obtains all required parental permissions. She shares all her policies and procedures with parents at the outset to ensure they are well informed about

her roles and responsibilities towards their children.

The childminder has a designated play room for the children and has arranged the resources at the children's level. This enables children to independently access them and make informed choices about their play. The childminder has good systems in place to self-evaluate her work and has identified some areas for development. She has, for example, recognised that she would like to develop her knowledge and understanding of the observation and assessment process. To further enhance her knowledge of childcare and related issues she has accessed training which in turn feeds into the continuous improvement of her work.

The childminder has good relationships with the parents. Parents are informed about their children's learning and development every day and they have access to samples of their children's work. This ensures they feel part of their child's day and learning experiences. In addition good partnerships with others who care for the children is a strength and supports the childminder to provide consistent good care for all the children. The childminder works hard to ensure these relationships are maintained to benefit all the children.

The childminder has a good knowledge and understanding of the learning and development requirements of the Early Years Foundations Stage. She continually talks to children, about what they are doing and makes all experiences a learning opportunity. The childminder keeps detailed observations of the children however; the details are limited about the child's next steps or challenges to be set. Plans include a balance of adult directed and child-led activities and the childminder responds to the interests of children. For example, an interest in trains led to visits to see the trains as they pass through the park. The childminder provides an inclusive learning environment where children are treated with respect and kindness. She ensures the learning environment is available and accessible to all children meaning they all have an equal chance to learn and develop.

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

The childminder demonstrates a good knowledge about children's interests and provides resources and activities to extend these interests. For instance, she provides children with a good range of musical experiences as they enjoy singing and dancing. The childminder has a good understanding of children's learning and development. The systems she uses to plan for children's individual needs through observing and assessing children are established. The childminder is keen to develop these systems to ensure children's learning priorities are fully identified for all areas of learning.

Children are developing skills for the future, including good communication skills. They talk and sing enthusiastically as they play. They have opportunities to explore picture books. They develop their emergent writing and make marks by selecting and using coloured pencils and large crayons. Children have very good opportunities to develop physically; they climb on large play equipment such as the

slide at the local park. The childminder successfully supports children as they learn to keep themselves so that they know she is always there to assist them as needed. Children develop problem solving, numeracy and reasoning skills well as they build structures with bricks, count and recognise small and large shapes. In addition, they piece together a range of puzzles. Children's personal, social and emotional development is developing well, as they say 'please' and 'thank you'. They learn to respect their environment as they tidy away the toys. In addition, they have made very good bonds with the childminder and gain emotional comfort as they snuggle into her to read a story. Children develop their understanding of the world well, as they learn about snow what they can build with it and what happens when it melts. The children develop an understanding of other cultures through visits in the local community to look at lights at festival times and access to a good range of resources that reflect positive images. In addition children can access books that help them to understand differences and feelings. All children are encouraged to access all toys and resources regardless of their gender.

Children are learning about keeping safe, for example, when they go out within the community, they talk about how to cross the road safely. They participate in fire evacuations. This equips children with a good understanding of how to manage their own safety. Children display a strong sense of belonging and security within the childminder's home. Children are learning to be healthy, they, for example, know when to wash their hands and have good opportunities for fresh air and exercise. Children are content and settled because their health, physical and dietary requirements are well met. Children play independently becoming active, curious and inquisitive learners. Children's behaviour is good. They learn from the childminder who is a good role model, showing children how to be respectful and polite. The childminder shows all children equal respect and values them as individuals.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

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