

Inspection report for early years provision

Unique reference number	147433
Inspection date	01/03/2010
Inspector	Siobhan O'Callaghan
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 1995. She lives with her husband, and their four children aged 15, 14, and five years, and the baby aged 15 months. The family live in Finchley in North London. The home is close to local shops and schools. The whole of the ground floor is used for childminding purposes. There is a fully enclosed garden available for outside play.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register to provide care for a maximum of four children under eight years at any one time, of these, not more than one may be in the early years age group. However, when caring for children who are four or five years old and attend full time school, the childminder may increase her numbers to two children in the early years age group. She is currently caring for two children in the early years age group and two children in the later years age group. All children attend on a part time basis. The childminder walks to local schools to take and collect children. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder organises a welcoming child-centred environment for children. She has good systems in place to support all children to feel included within her provision; each child is valued as being a unique individual which in turn supports the secure partnerships with parents that are evolving. Children are making generally good progress in their learning and development as they confidently explore the many interesting experiences available to them. The childminder has established a sufficient range of policies and procedures which overall help to promote children's welfare. She demonstrates a positive approach to instigating improvement to her provision, although she is yet to develop robust systems to ensure that all aspects of her practice are continually reviewed and updated in line with the current Early Years Foundation Stage framework.

What steps need to be taken to improve provision further?

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

- update the paediatric first aid certificate (Safeguarding and promoting children's welfare) (this also applies to the compulsory and voluntary parts of the Childcare Register) 15/03/2010
- carry out a full risk assessment for each type of outing and review it before embarking on each specific outing (Safeguarding and promoting children's welfare). 15/03/2010

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

- develop planning and assessment systems to show how these relate to the early learning goals and how this information is used to inform children's next steps in their learning
- develop further self-evaluation systems to continually assess all aspects of the provision and, therefore, improve outcomes for children.

The effectiveness of leadership and management of the early years provision

The childminder has developed an appropriate range of records, policies and procedures which help to support the safe management of children within her care. She has secure procedures in place to instigate suitability checks for all adults living within the home and she ensures that children are never left unsupervised with un-vetted adults. The childminder demonstrates a sound knowledge and understanding of safeguarding children procedures and has relevant literature to hand should she have any concerns about the children within her care. She maintains a secure and safe home environment for children with due emphasis on promoting their early independence skills. However, the childminder is yet to develop full risk assessments for all the outings that she embarks on with children which will further support her in monitoring and keeping them safe.

The childminder demonstrates a positive approach to implementing improvements to her provision. She has addressed recommendations raised at her previous inspection which included updating documentation for parents and improving older children's independent access to resources. However, the childminder has recently returned to work following maternity leave and is yet to fully familiarise herself with the Early Years Foundation Stage framework. She has failed to keep her first aid training up to date and she is yet to utilise the framework to support her in meeting all requirements with regards to children's welfare and learning. Therefore self-assessment systems to review and monitor the provision are currently not robust.

The childminder has created a comfortable, inclusive and accessible learning environment for children. They are effectively supported to become independent and active learners as they move confidently within all areas of the downstairs accommodation. The childminder has a good range of resources and furniture to support all children to be involved within the activities and experiences available to them. Children are developing a positive attitude towards diversity and inclusion as they access a broad range of resources to support their knowledge and understanding of the wider community. Children's home backgrounds and cultures are valued within the provision as the childminder works closely with parents to support each child's individual needs. Although there are no children currently attending with special educational needs/disabilities there are effective measures in place to initiate support. An effective partnership with the local schools that children attend supports them to receive continuous care and learning

opportunities. Overall, these positive relationships support children's sense of security and belonging within the provision.

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

Children on the whole are happy and content within their environment. They enjoy the childminder's positive interaction as she fully involves herself within both their free play and adult-led activities. Children are confident to initiate their own play as they help themselves to the good range of resources which are attractively stored at their level. The childminder organises flexible routines which are built around the children's individual eating and sleeping requirements. There are daily opportunities for them to experience outdoor pursuits as they visit the local park and walk to and from school to drop off and collect older children. Although it is clear that children are enjoying and achieving within this provision, the childminder is yet to develop secure systems to plan and monitor children's progression towards the early learning goals.

Children are developing good communication, language and literacy skills as the childminder continually converses with them and encourages them to express their ideas. They enjoy mark-making pursuits as they sit and participate within drawing activities. Children are confident to build with bricks and demonstrate that they can label shapes, such as triangles and squares, correctly as they engage within shape sorting activities. They learn to problem solve through practical cooking activities, for example, they are encouraged to create round shapes when they make chapattis. Children enjoy many creative experiences as they explore painting, collage and play dough activities. They are enthusiastic to participate in singing sessions where they recite many familiar nursery rhymes. Through the well-equipped role play provision children engage purposefully within their imaginative scenarios as they make tea and wash up. The childminder promotes children's sense of belonging within her provision as she bakes them individual cakes for their birthday. They are delighted when she initiates a birthday song and encourages them to blow out the candles.

Children's welfare is promoted through many positive policies and procedures which are embedded within their daily routines. For example, children are developing good personal hygiene as they learn about the importance of washing their hands at key times of the day. They benefit from nutritious home cooked foods which are adapted to meet their individual dietary requirements. The childminder works in partnership with parents to ensure that allergies are closely monitored. Appropriate accident/incident records are maintained and shared with parents when necessary. Children are learning to keep safe as they are supported to behave responsibly in their environment. For example, children are reminded of the importance of not running within the home as this could pose a hazard to their safety. Children are extremely well-behaved; they are developing polite and cooperative manners. For example, they are proactive to help sweep the floor after snack time and to help tidy away toys that they have finished playing with. Overall, children are developing many positive skills that help to set some secure foundations for their future learning.

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

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
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	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
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	3

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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 with regards to first aid. 15/03/2010

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 with regards to first aid. 15/03/2010