

Inspection report for early years provision

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Inspection date	23/10/2011
Inspector	Katie Dempster
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.

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Description of the childminding

The childminder was registered in 2002. She lives with her husband and adult daughter in Edmonton in the London Borough of Enfield. The whole of the house is used for childminding and there is a fully enclosed garden for outside play. The family has no pets. The childminder walks or drives to local schools to take and collect children. She attends the local parent and toddler group.

The childminder is registered to care for a maximum of six children at any one time, of these, three may be in the early years age range. She is currently minding one child in the early years' age range. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, secure and cared for in a largely child-centred environment. Systems of observation, assessment and planning mostly work well to assist children's strong progress in their learning and development. Highly effective partnerships with parents help the childminder meet the individual needs of all the children, and she is aware of the need to develop links should children attend other settings. She has an inclusive provision where children develop awareness of diversity. The childminder identifies the main areas for development and maintains continuous improvement effectively overall.

What steps need to be taken to improve provision further?

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

- develop the system of observation and assessment to include links to the areas of learning and early learning goals
- ensure next steps in children's learning are used to track children's progress and inform planning
- evaluate provision against robust and challenging quality criteria in order to further improve outcomes for every child.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of safeguarding and has received updated training to support her in her role in protecting children. She has a clear safeguarding policy in place which includes all the required information. Risk

assessments are completed for all areas that children have access to on a daily basis. This demonstrates the high priority the childminder gives to keeping children safe.

The childminder offers an inclusive service and welcomes all children into her care. Children have wonderful opportunities to engage in activities that support their awareness of cultural diversity and difference within the community. They learn all about the Muslim festival of Eid and Ramadan, make Easter cards and have access to many toys and resources depicting people from different countries and who have disabilities. All children are treated with respect and as individuals. The childminder knows the children well and uses this information to meet their individual needs, likes and dislikes.

The childminder works very closely with parents to ensure continuity of care for children. For example, discussing routines implemented at home and specific care needs they wish her to follow. Parents are kept informed about their children's well-being and development via verbal feedback at drop off and collection times and children's written profiles of their development. No children currently attending go to other settings or receive support from others, but the childminder is aware of the need to share information if they do.

The childminder has made great improvements since her last inspection which demonstrates a good capacity for maintaining continual development. She uses support from her local authority and attends much training, which helps her develop her knowledge and practice. This has led to, for example, a great improvement in the resources available and in the range of activities that promote positive attitudes towards other cultures, religions and disability. She reflects and evaluates her strengths and weaknesses, but does not yet use systems that provide rigorous and challenging criteria to further improve outcomes for children. She identifies the main areas to improve, such as the observations of children's progress and the recording of these.

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

Children have secure relationships with the childminder as they show confidence and independence from a young age. They are very much at home in the childminding environment as they move around freely and explore the many toys and resources available. Children make good progress in their learning and development through the activities and support they receive. The childminder makes key observations of the children daily to identify their progress. However, observation records do not link to the areas of learning or include children's next steps to further enhance monitoring of their progress and planning.

The childminder creates a wonderful learning environment with many posters and images to stimulate and inspire the children. Children have an exciting and stimulating range of toys and resources which are age and stage appropriate. Babies show signs of curiosity and inquisitiveness; they explore the shapes and

textures of the toys and enjoy lifting flaps and pressing buttons. They learn important cause and effect concepts through these activities. The childminder is skilful in using the resources available to target children's development; for example, rolling toys away from babies to encourage them to crawl after them. Babies' physical development and hand-to-eye coordination grows as the childminder provides many items for them to reach for, clutch and squeeze.

Children engage their creative skills as they start to express themselves through giggles and clapping while listening to the sounds the toys make. Older children make cards, collage and explore colours and texture. With encouragement even the youngest babies become interested in the many role-play resources available. The childminder uses repetition and word recall to encourage children's early communication. Children respond positively as she enthusiastically acknowledges their personal sounds and efforts to communicate as they attempt to copy words. Children show an early interest in books as they explore the pages and the bright colours. Interactive number toys support children's early mathematical skills and peek-a-boo activities provide opportunities for children to calculate and problem solve.

Babies display feelings of safety and security as they confidently exploring their surroundings even when the childminder is not in view. They show they are happy as they smile and giggle, a result of the strong bond and attachment they have with the childminder. Children adopt healthy lifestyles and thrive in the childminder's care. Their diet is monitored to ensure parents provide a balance of nutritious food. The childminder further supports their health through following good hygiene practises; for example, wearing gloves when changing nappies.

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	3
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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