

Inspection report for early years provision

Unique reference number	EY217739
Inspection date	14/11/2011
Inspector	Anneliese Fox-Jones
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 has been registered since 2002. She lives with her husband in the London Borough of Haringey. The area used for childminding is self-contained and consists of a kitchen, toilet and two playrooms. An enclosed garden is available for outside play. Local facilities, such as parks, schools and shops, are within walking distance.

The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of six children under eight years may be cared for at any one time. Of these, no more than three may be in the early year's age group; and of these no more than one may be under one year at any one time. When working with an assistant, she may care for no more than seven children under eight years; of these, not more than six may be in the early years age group, and of these, not more than two may be under one year at any one time. When working with two assistants, she may care for no more than nine children under eight years; of these, not more than nine may be in the early years age group, and of these, not more than three may be under one year at any one time. There are currently five children on roll in the early year's age range. The childminder has a Diploma in Childcare and Education. She works mainly with one assistant. The childminder takes children to local groups, parks and the library on a regular basis. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children with a stimulating play environment where they can direct their own play and be independent. The childminder works closely with an assistant to ensure all children are valued as individuals and their care and developmental needs are sensitively met. Overall, children make good progress in their learning and development and partnerships with parents, are generally good. Most procedures to promote children's welfare and safety are comprehensive and in place. The childminder's self-evaluation is in the early stages but demonstrates a good capacity to maintain continuous improvement to enhance outcomes for children.

What steps need to be taken to improve provision further?

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

- keep a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident.

28/11/2011

(Documentation)

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

- link observations consistently to the expectations of the early learning goals
- develop ways in which parents are encouraged to review their children's progress regularly and contribute to their children's learning and development record.

The effectiveness of leadership and management of the early years provision

The childminder ensures that children enjoy a safe and accessible environment that encourages their independence. For example, resources are stored safely around the perimeter of the play areas or on shelving, so that children can readily select what they want to play with. Various written and informative policies underpin the childminder's practice and are available to parents. However, whilst the childminder prioritises safety and carries out visual safety checks, she does not keep a record of the risk assessment which is a breach of requirements. Nevertheless, the childminder supervises children closely and implements effective safety measures to enable them to enjoy the space and resources without risk to themselves. Children's welfare is promoted effectively by the childminder's secure knowledge of her role and responsibility in safeguarding them from harm. She continually updates her knowledge through regular training in safeguarding and knows how to refer any concerns that she may have.

Recommendations made at her last inspection have been successfully addressed. Through her self-evaluation process the childminder is beginning to develop an understanding of the strengths of her practice and areas for improvement. The childminder understands the importance of continuously improving her practice for the benefit of the children and attends regular training courses to update her skills and increase her knowledge and understanding of child care and development.

Children have plenty of space to move around, choosing from a variety of attractive resources. They play in an environment which interests them and provides them with good all round learning opportunities. The childminder is very enthusiastic about working with the children. She provides a varied range of resources which helps children decide what they want to do and supports the future sustainability of the setting. The childminder takes into account children's ideas and interests. She actively uses a broad range of facilities with the children, such as groups, parks and the library. The setting is inclusive as the childminder treats all children as individuals; each with the capacity to build on what they can already do. In addition children use resources that help them appreciate their diverse world in an age-appropriate way. Children learn to develop friendships and respect others, regardless of their individual backgrounds.

The childminder promotes successful working partnerships with parents. They are encouraged to share what they know about their child when the child first starts to

attend, so that the childminder is able to meet their individual needs and help them to settle easily. They are appropriately informed about what their child has been doing or eaten through their daily discussions with the childminder. She shares the children's art work and learning profiles with parents to show the children's achievements and progress. However, the childminder has yet to develop effective systems to ensure that parents are fully involved in contributing towards their child's ongoing assessment records. The childminder has experience of building effective partnerships with other professionals and early years settings that children may attend. However, this does not currently apply to any of the children currently in her care.

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

Children are very happy in the setting. They are well-behaved and develop close relationships with the childminder. The childminder and her assistant offer very good support, encouraging children to be active and creative in their participation. They follow their own interests and often have fun with the childminder as she takes their lead, turning play situations into learning experiences. For example, children show a great interest in books, recalling events they have enjoyed together such as outdoor and imaginative play. The childminder engages them in conversation, asking open-ended questions to encourage them to think and reflect. She makes good use of songs and rhymes to develop their communication skills in an enjoyable and fun way. Overall, children make good progress as they immerse themselves in their play. The childminder has a good understanding of the children's starting points, interests and learning styles. She observes children to evidence the progress that they make and collates information to confirm her understanding of their progress. However, not all observations consistently link to the early learning goals. The childminder plans from children's interests and is flexible as she responds to the children's needs. She has a good understanding of the Early Years Foundation Stage framework and how young children learn through play. Parents like receiving examples of children's work and seeing their scrap books or end of year progress reports.

Children benefit from a broad range of activities, outings and play experiences. They gain useful skills for the future, particularly in the areas of literacy and numeracy, and an awareness of the wider world. They use role play equipment and create imaginary scenes with toys such as farm animals and ride-on toys. When painting, children explore shape and colour. The childminder develops spoken language well and gives a high priority to language for communication, letters and sounds. Children encounter mathematical ideas through practical experiences and have an ability to solve problems. Outside, children use messy play equipment, sand and small climbing apparatus. They continue to use their imaginations as they take part in car races and fire emergency rescue scenarios. Children have many experiences to be creative as art and craft materials are always available. They are particularly interested in making decorations for their Christmas theme.

Children's welfare and well-being is effectively promoted. They learn to keep themselves safe through discussions and practical experiences within their everyday routines. Clean towels and bedding are provided. An awareness of good hygiene is promoted and children enjoy healthy snacks and nutritious cooked meals each day. Children eat well in the childminder's care. Children have many opportunities to fresh air and exercise as they frequently visit the local park and shops, where they increase their knowledge and understanding of the environment. A wide range of outings, activities and routines underpin children's excellent social skills. For example, they make regular visits to toddler groups to mix with other adults and children, and enjoy social meal times that promote the use of good manners. Children explore beliefs of their peers through their celebrations and the lives of others through their play, such as puzzles, dressing up and books that portray positive images of people in society. There is a nice emphasis on acknowledging children's positive behaviour through praise. As a result children gain confidence and self-esteem. Children are supported because the childminder works in close partnerships with their parents to meet children's individual needs.

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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