

Inspection report for early years provision

Unique reference number	EY222496
Inspection date	29/11/2011
Inspector	Anahita Aderianwalla
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 in a three bedroom terraced house with her two children, aged 11 and seven years. The family lives in Lower Edmonton in the London Borough of Enfield. Areas of the home used for childminding include the ground floor living room, rear garden and first floor bathroom.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children under eight years of age at any one time. Of these, three children may be in the early years age group. She is currently minding two children in the early years age group. The Childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a happy, welcoming and inclusive environment where all children are motivated to learn. A good range of resources and activities are provided to meet children's individual needs. There are generally effective systems in place for planning, observations and assessments. The childminder fosters close working relationships with parents and other providers, helping to fully support children's care and learning. Self-evaluation systems are effective overall and the childminder demonstrates a good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- develop the system for self-evaluation to further include the views of children and parents
- increase the frequency of observations to consistently identify learning priorities for individual children.

The effectiveness of leadership and management of the early years provision

The childminder takes effective steps to promote children's safety. For example, she conducts risk assessments and is vigilant in helping to protect children from

hazards both inside and outside the home. Children are further safeguarded as the childminder has a clear understanding of child protection policies and procedures. She is aware of her role and responsibilities and knows what action to take if she has any concerns. In addition, all required policies and procedures are in place and are shared with parents. These are followed well in practice to help ensure that children's welfare is effectively promoted.

Equality and diversity practices are good. Children are valued and respected as unique individuals and their needs are met. The childminder encourages children to develop a good awareness of diversity and ensures her provision is inclusive. For example, she makes effective use of visual signs around the home to promote the communication skills of all children. Children are cared for in a well-organised, child-friendly environment. The childminder provides a wide variety of interesting and enjoyable resources and learning opportunities. These enable children to make free choices in their play and to develop and learn effectively.

The childminder is committed to improving her practice. For example, she has developed her knowledge of the Early Years Foundation Stage framework and has undertaken additional training courses. She has addressed the recommendations made at the last inspection. The childminder has commenced an effective process of self-evaluation and has identified the strengths of her provision and areas to be developed. She generally encourages children and parents to contribute to decision-making, although their views are not always included in the self-evaluation process.

Children benefit from the well-established relationships between the childminder and their parents. Adults work closely together and share plenty of information. For example, when children begin at the setting, parents are asked to complete detailed information to help their children settle in. The childminder has daily discussions with parents and shares children's learning records with them. These include observations and photographs of children's activities, which positively impacts on children's welfare, development and learning. The childminder has required documentation in place and it is accurately maintained. The childminder is aware of sharing information with other professionals involved in the care of the children. For example, she makes effective links with nurseries and schools that the children attend. This ensures consistency of care is maintained.

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

Children are very happy in the childminder's care, clearly enjoying the time spent with her. They settle well and have good relationships with each other. There is a happy atmosphere in the home and the childminder knows the children well. She provides them with a good range of activities and resources each day, which interest and challenge them. The childminder takes care to monitor children's progress and demonstrate how they enjoy their activities. She is able to assess how children benefit from the activities provided and uses many photographs and

examples of their artwork to show their involvement in learning. The childminder has suitable systems place for observing and assessing children's progress in their learning and development. Observations are not completed frequently, although, the childminder knows the children well and sets clear learning priorities for them to ensure they each make good progress.

The childminder is a good role model. Children are polite and learn to share and take turns. They are becoming aware that their actions may have an impact on others. Children make choices from an interesting range of toys and are developing independence. They have the confidence to try new experiences or rise to new challenges. For example, children use problem-solving skills to build construction models with blocks and complete simple puzzles. They confidently name colours, count in sequence and in pairs. They are able to link sounds to letters and can spell their names. Children's communication and language skills are promoted well through discussion, sharing books, learning rhymes and planned activities. For example, children read a book about a zebra and talk about all the different animals in the story. They understand the moral of the story, which is how to learn to listen to each other.

Children learn about the natural environment. They observe wildlife at the childminder's home or on walks to the park. Children talk about the different types of weather and seasons. They have a growing awareness of different cultures and ethnic backgrounds through planned activities and resources to promote a positive attitude to diversity. Overall, the experiences provided help children to develop a good range of skills for their future learning.

Children learn about aspects of safety through discussion and their daily routine. For example, as they cross the road they look left and right to see if it is clear and they take part in a fire drill regularly. These experiences help children to develop a good awareness of personal safety. Children increase their awareness of good hygiene routines. For example, clear visual images are displayed to remind them of the importance of hand washing. Healthy practices are followed and children are cared for in a clean and hygienic environment. Children take regular exercise and benefit from plenty of fresh air. They have a balanced diet and are provided with regular drinks. Young children sleep as they need to, which promotes their well-being. They take part in active play experiences as well as enjoying sufficient rest. Therefore, children are comfortable and content with the childminder who is affectionate and responsive to their 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	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

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met