

Inspection report for early years provision

Unique reference number	EY223191
Inspection date	05/03/2009
Inspector	Lynne Kathleen Talbot
Type of setting	Childminder

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

Description of the childminding

The childminder was registered in November 2002. She lives with her partner and three children aged under one year, six and eight years in Hendon, in the London Borough of Barnet. The sitting room, kitchen/dining room and conservatory playroom are used for childminding; the first floor is used for the bathroom or sleeping. There is a fully enclosed garden for outside play. Access to the childminder's home is via a slope and single step.

The childminder is able to provide care on each weekday during term-time and school holidays. She is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to provide three places for children. There are currently two children attending, both of whom are within the Early Years Foundation Stage (EYFS).

No children attend other settings such as the early years unit of the local primary school and the local pre-school. The childminder is able to provide care for children with learning difficulties and/or disabilities and those for whom English is an additional language.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder provides extremely well for children within EYFS ensuring that each child is fully included and making excellent progress. They are fully engaged with activities that take into account each child's stage of development. The provider uses robust systems for assessing risk and safeguarding children. Exemplary procedures for self-evaluation mean that the childminder has a clear overview of her strengths and weaknesses and is continually implementing changes to improve outcomes for children. There is a highly effective working partnership with parents and other settings providing EYFS.

What steps need to be taken to improve provision further?

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

- develop the educational programme, with reference to supporting children's knowledge and understanding of the world, with particular reference to disabilities including visual impairment and methods of communication
- inform the planning building from an initial starting point that involves parental input and use the assessments made to show progression.

The leadership and management of the early years provision

Comprehensive policies and procedures are used effectively to promote the welfare of children. The childminder has an excellent understanding of issues relating to

safeguarding ensuring that she attends regular training. She has extended her knowledge by completing training in 'Inclusion and visual timetabling', and 'One more step' (transition into other settings), as well as completing National Childminding Association Quality Standards; this promotes continued development. The childminder completes comprehensive self-evaluation consistently reviewing her provision introducing new systems such as 'settling-in' diaries to assist new agreements. She uses cohesive methods with parents to seek feedback such as a comments book, questionnaires and quarterly newsletters. Links with other settings are a key strength. The childminder is part of a group 'The Saints Childcare' who liaise with settings and provide a leaflet to parents offering information on how the partnerships works.

Daily and annual risk assessments for the home are completed and all outings undertaken thoroughly assessed. Extra precautionary measures include monthly checks on alarms and the replacement of batteries in smoke alarms every six months. The home and resources are well-organised to ensure that children are able to self-select materials and initiate learning. The playroom, large kitchen/diner and lounge allow children free movement during their play.

The childminder is committed to ensuring that her practice is inclusive for all families and supports their emerging knowledge of their local community. For instance, they attend a children's centre where they explore a soft play area and sensory room, and visit places of interest such as Aldenham Park and Paradise Wildlife Park. Children explore festivals regularly, these are listed and shared with parents each newsletter, but have fewer opportunities to broaden their understanding of methods of support for specific disabilities such as non-verbal communication or visual impairment. Detailed learning journey folders are used to record narrative and spontaneous observation which identify the next steps for children. However, there is no baseline starting point identified or clear tracking of progression which means that parents are not fully involved in the progression of their child from the beginning.

The quality and standards of the early years provision

Children are offered an inventive range of activities that supports them in making excellent progress across all areas of learning. Individual learning plans are developed showing each child's current interest or identified area for development, and activities in each area of learning which could promote that outcome. Narrative observations, photographs and spontaneous observations feed the learning journey folders and these, in turn, identify the next steps for development both at the childminders and at home. Next steps are dated once completed. This means that planning is individual for children and enabling them to reach their full potential.

Children have ample opportunities to use technology showing interest in computers as well as battery or mechanical toys. They enjoy exploring sensory experiences using treasure baskets filled with metal, wooden or textural objects to feel. They develop their language because the childminder constantly describes what they are doing using descriptive language and giving them time to listen and

respond to her. She uses open-ended questions as they play with everyday materials such as cars and a garage where they are using problem-solving to find out if items fit, compare size and shape, name and locate colours, or count and calculate vehicles. Children enjoy extending the play into singing familiar songs where they demonstrate excellent self-esteem and confidence.

Children enjoy themed activities that link activities together such as exploring recycling when they learn about materials, comparing and collecting items before visiting a recycling centre. They pay close attention when sorting materials by type counting objects that are accepted. Children enjoy close contact with activities involving animals exploring categories of animals such as wild, farm or domestic. They have practical experience and visit a farm for 'animal handling & feeding' leading into literacy and reading the Three Billy Goats Gruff.

Children thrive because they are in a secure environment. They take part in routines that promote their safety such as evacuation each month. They learn about road safety everyday and through specific activities such as a road safety awareness day in conjunction with Road Safety Week and 'props' to use loaned from the Police Station. Children learn to be aware of traffic around them and the importance of being seen as they wear high-visibility waistcoats. They learn to understand the emergency services when visiting the local Fire Station. Children select fruits for snacks and begin to gain knowledge of healthy eating. They are showing very good awareness of others learning to take turns, using a timer to monitor time for each to play and enjoying regular praise and reward stickers. These methods enable them to develop a social awareness for their future lives.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.