

Inspection report for early years provision

Unique reference number	EY231291
Inspection date	13/07/2011
Inspector	Lynn Palumbo
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 2003. She lives with her husband and son in a house in Bush Hill Park, in the London Borough of Enfield, within easy walking distance of shops, parks, nurseries and schools. The whole of the ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children aged under eight years at any one time; of these no more than three may be in the early years age group with no more than one child aged under one at any one time. She is also willing to provide before and after school care. The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

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 successfully promotes most aspects of the Early Years Foundation Stage framework requirements within a suitable and inclusive environment and many aspects of a healthy lifestyle are reflected outstandingly. The childminder knows the children well and as a result they are happy, secure and content in her care. The childminder has developed positive relationships with parents, which contribute well to children's welfare and learning needs being met. The childminder demonstrates an accurate awareness of her strengths but has not identified the weaknesses in her documentation. Plans for other aspects for improvement are well targeted and likely to improve 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:

- ensure the record of the children's hours of attendance is maintained at all times for all children looked after on the premises (Documentation) (also applies to both parts of the Childcare Register)

28/07/2011

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

- establish a two-way flow of information with other early years providers to ensure a collaborative approach to children's learning and development is

fully achieved

The effectiveness of leadership and management of the early years provision

The childminder has a clear knowledge about child protection and safeguarding issues and knows the procedures to follow if she has any concerns about the welfare of a child in her care. The childminder is vigilant in her supervision and carries out robust risk assessments to keep children safe. The record of risk assessment is efficiently detailed to show potential hazards in all areas used by the children and the action required to minimise them. Although an attendance record is in place for all children, the record of children's departure times is not consistently kept up-to-date. This has an impact on safeguarding and is a breach of regulation. The childminder obtains parental consent for outing's and emergency medical advice and treatment for all children in her care. This ensures all children are cared for in an emergency without delay. The childminder shares all her policies and procedures with parents at the outset to ensure they are well informed. about how she organises her provision.

Children benefit from a well-organised and child-friendly environment where they are able to independently access a good quality range of resources which are suitable to their age and stage of development. The childminder ensures that the range of toys and resources are continually rotated to ensure children's interest is maintained.

The childminder also makes good use of the recreational services within the community, for example, the local toddler groups and parks. This ensures children's learning and development is enhanced and feeds into the continuous improvement of her provision. The children are also able to mix and socialise with a wide range of adults and children within the local community. Children's individual home backgrounds, languages and cultures are valued within the provision as resources and activities help to promote a positive image of difference. The childminder encourages the children to celebrate cultural festivals and to share aspects of their home culture with the other children.

The childminder monitors her provision in discussion with parents and other professionals. She is focused on making further improvements through evaluation, personal development and training. Parental views are also taken into account when evaluating the provision. This also supports the childminder effectively in continuously improving her provision for all children. The childminder has established effective relationships with the parents. They are informed about their children's learning and development through daily discussions, diaries and written observations. Physiotherapists and other specialist workers are welcomed into the home to observe the children, if necessary, and their advice is valued. The childminder cares for children who attend other early years settings. However, she has not yet established effective systems to ensure a two-way flow of information is shared about children's learning and development. It is evident through both discussions and documentation which parents provide, that overall they are

extremely happy with the service provided.

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

The childminder has established a warm relationship with the children in her care. This helps the children to feel relaxed and comfortable in her home and thereby assists the children's learning. The childminder has created a calm, welcoming child-friendly environment and has efficiently organised the play area and garden with a wide range of good quality toys and activities. The childminder ensures that resources are accessible and this supports children to make their own choices and promote their independence and self-esteem. During activities, the childminder stimulates the children's thinking effectively by asking a good range of open questions to support their learning. For example, as children explore a range of bricks, the childminder encourages the children to build structures. This helps to support children's concept of problem solving.

The childminder has effective procedures for the use of starting points, based on all the children's needs which are collated from information from parents and used to plan for the children. Her use of a comprehensive assessment procedure, which includes next steps, does allow children to progress well. The childminder applies clear and consistent behavioural boundaries, so that all children develop knowledge of what is expected and display good behaviour. Children enjoy their time at the setting. They take pleasure in playing outside in the fresh air with the childminder; they enjoy playing with the older children role playing 'houses', decorating and arranging furniture under the gazebo. The childminder supports children to use a wide range of equipment and tools safely, for example, when using cutlery and during malleable play. Children's speaking and listening skills are progressing and they are building a wide range of vocabulary. Children develop their emergent writing through a variety of resources, and they are beginning to understand that their symbols carry meaning. They enjoy their time with the childminder; they laugh when singing nursery rhymes and tickling each other's hands.

Children understand how to keep themselves safe from harm by participating in a regular fire evacuation practise and enjoy receiving a fire safety certificate as a reward. The older children say they love to read the younger children books about fire safety and fire stations This ensures all children learn about their personal safety in the event of a fire. Children are learning to develop a healthy lifestyle through excellent support from the childminder. For example, they enjoy healthy snacks and meals according to their individual needs which the parents provide. Children participate in a wide range of physical activities, for example, bouncing on trampolines and riding wheeled resources. This is further extended when children play on the recreational equipment at the local park. Children are becoming independent in their self care skills as they hold out their hands as the childminder washes their hands before snacks.

Children are developing independence and contribute effectively towards the

welfare of others, for example, when tidying toys away. Children's understanding of diversity and difference is enhanced as they celebrate festivals and special events throughout the year. All children are encouraged to access all toys and resources regardless of their gender. This ensures that children learn to value aspects of their own lives and the diverse society in which they live. Children are developing skills that will positively contribute to their future learning as they use information and communication technology, and are inquisitive learners able to solve problems.

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	1
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:

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:

- as specified in the Early Years section of the report 28/07/2011
(Records to be kept)

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:

- as specified in the Early Years section of the report 28/07/2011
(Records to be kept)