

Inspection report for early years provision

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Inspection date	03/07/2012
Inspector	Seema Parmar
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 registered in 2002. She lives with her husband and three children aged 12, 10 and two years old, in the Muswell Hill area, within the London Borough of Barnet. Childminding mainly takes place on the ground floor of the premises. There is an enclosed garden available for outside play. The childminder has a dog and goldfish.

The childminder is registered on the Early Years Register, compulsory and voluntary parts of the Childcare Register. She may care for a maximum of five children under eight years, of these, two children may be in the early years age range. The childminder currently has two children in the early years age range on roll. The childminder walks to local schools to take and collect children. She attends the children's centre, toddler groups, library and local parks.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children feel safe, relaxed, and confident in the childminder's care, as she recognises and suitably meets their individual needs. The childminder understands how children learn and develop but she is not fully using her observations of the children to assess and plan for the next steps in their learning. She provides a suitable range of resources. However, these do not include positive images of other cultures, in order for children to learn about diversity. Partnerships with parents are secure overall but there are missed opportunities for them to be fully involved in their children's learning and development. The childminder shows her awareness of her strengths and areas that she would like to improve. She demonstrates a sound commitment to attend training in order to benefit the care and learning for the children.

What steps need to be taken to improve provision further?

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

- use observations of children's achievements to identify learning priorities and plan relevant experiences for the next stages in their development
- develop ways in which parents are supported and encouraged to become fully involved in their child's continuous learning and assessment
- provide resources to fully promote children's understanding of the world around them.

The effectiveness of leadership and management of the early years provision

The childminder has a secure knowledge and understanding of her role and responsibility in protecting children from harm and neglect. She makes sure that children's safety within the home, garden and outings is secure, as she conducts risk assessments in order to identify and eliminate any hazards. The childminder maintains most of the required records, policies and procedures for the safe and efficient management of her provision. She keeps accurate records, including those for children's personal details and their attendance. These steps contribute in helping to make certain that children remain safe in her care. The childminder organises her home and play resources well, to enable children to make choices independently. Children also demonstrate that they feel secure enough to ask for toys which are not within their reach.

Generally, the childminder has a sound understanding of her strengths and some areas to improve. She demonstrates a suitable commitment to strengthen and develop the service she provides. In addition, the childminder has shown some capacity to improve, as she has addressed some of the recommendations raised at the previous inspection. She makes sure that she provides an inclusive service for children, as she ensures that sufficient information is obtained about the individual needs of each child. This helps in making certain that they receive the appropriate care and support. However, there are too few toys and resources available to promote children's understanding of diversity. The childminder demonstrates an adequate awareness of the importance of developing links with other settings the children attend, to promote continuity for their care and learning.

Children benefit from most communication systems between parents and the childminder. The childminder nurtures children's emotional well-being as she seeks information from parents about any specific requirements for their individual welfare and routines. Parents receive copies of the policies that underpin the childminder's provision. However, they are not yet fully involved in their child's continuous learning and assessment. Written feedback from parents states they are very happy with the care and describe the childminder as 'approachable and flexible'.

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

The childminder generally demonstrates a sound understanding of the Early Years Foundation Stage. She provides a child-friendly environment where children have access to a suitable range of resources. Although the childminder recognises how children learn and develop, she does not use her observations effectively to assess and plan for their next steps in learning. Children demonstrate a sense of security

as they happily play and engage with each other and the childminder. They develop their social confidence during trips to the local children's centre and various play groups. Here they benefit from a wide range of activities and learn to share, take turns, and play cooperatively within a larger group. Children have fun singing action nursery rhymes as they play. For example, they hop and jump as they join in with sleeping bunnies rhyme and also name parts of their body when singing head, shoulders, knees and toes. Children happily design and create as they stick and paste pom poms and brightly coloured feathers with a dashing of glitter on pre-cut butterflies and hearts. They enjoy some opportunities to use mark-making equipment when chalking on portable chalk boards, in order to develop their early writing skills. Children develop their early problem solving skills as they construct and fit together wooden train tracks and learn to count as they run their trains along the circuit. This helps them learn skills for the future. Outings enable children to explore their natural environment, enjoy fresh air and exercise and develop their large muscle skills, while playing on the various park apparatus.

Children develop their understanding of keeping safe as they practise fire evacuation procedures. They demonstrate that they feel secure and safe in the childminder's care as they become absorbed in their play. The childminder makes sure children in her care remain healthy and are kept free from cross infection. Children do not attend if they unwell. They know about appropriate hand washing as part of their routine as they happily go to the bathroom to wash their hands after using the potty. The childminder holds a valid first aid certificate and this enables her to have the knowledge to confidently deal with any injuries. She confirms that she provides nutritious snacks and meals, making sure that she gathers information from parents about children's dietary requirements and any food allergies. The childminder understands well how to manage children's behaviour. For example, she praises children's achievements to promote their confidence and self-esteem. She builds close and loving relationships with children. As a result, children are happy in her care.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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