

Inspection report for early years provision

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Inspection date	17/05/2012
Inspector	Aileen Finan
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 registered in 2003. She lives with her husband who is her assistant and two children aged 12 and 13 years old in Edmonton in the London Borough of Enfield. The childminder also has another child, currently at university. The childminder's mother-in law also works as an assistant. Children mainly use the ground floor of the property including a large conservatory dedicated for children's play and a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. When working alone she is registered to care for six children under eight years of which three children may be in the early years age group at anyone time. When working with an assistant the childminder can care for eight children under eight years of age of which five may be in the early years age group. There is currently one child attending in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a welcoming environment for children and parents and demonstrates a good understanding of the Early Years Foundation Stage framework. She demonstrates a strong capacity for her ongoing improvement. The childminder has rigorous policies, procedures and risk assessments to keep children safe and healthy and protect their well-being. Overall there are well-established relationships with parents. Children enjoy a wide range of activities and excellent resources that support most aspects of their learning well. As a result children are making good progress in relation to their starting points.

What steps need to be taken to improve provision further?

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

- encourage more child-led play to help children develop further independence and curiosity in their learning
- use the outdoor environment as a teaching tool to extend children's learning and understanding of their wider world.

The effectiveness of leadership and management of the early years provision

The childminder understands her responsibilities to safeguard the children she cares for. She is aware of the procedures to take in order to liaise with the

appropriate child agencies, should she have a concern about a child and has completed safeguarding children training. Her robust policies and procedures support children's health, safety and well-being. Parents are made aware of the policies for the childminding practice and therefore understand the procedures which protect their children. Good quality risk assessments help to keep children safe indoors and when out and about. Requirements for documenting attendance, accidents, admission records, incidents and medication are appropriately in place and followed. The childminder maintains these confidentially.

The childminder is enthusiastic about her role as a childminder and is motivated about her continuous development. She maintains a clear record of her training and has met the recommendation set at her last inspection. The childminder has set herself meaningful targets for her ongoing improvement using her self-evaluation in order to reflect positively on her practice. The childminder provides parents with regular questionnaires to seek their views. Consequently she is able to identify her strengths clearly.

Children thoroughly enjoy the excellent resources, which the childminder uses effectively to enhance children's learning across all areas of development and which supports their understanding of other's similarities and differences. Clearly labelled, age appropriate resources are easily accessible to children, who treat them with care and respect. Children play in a large conservatory which opens out onto a secure garden and is well suited for its purpose. As a result children are developing and achieving well. Outcomes for children are good. The childminder actively promotes equality and diversity. She ensures that she has a secure understanding of children's backgrounds, routines and needs. Her home is welcoming and consequently, children are happy and appear very secure.

Currently, the childminder does not have any children on roll attending other settings although she is aware of the importance of working with others who share care of children in order to provide continuity for their development. Systems for keeping parents up-to-date about children's progress and ongoing development are well established. The childminder provides parents with timely feedback through end of day discussions and daily welfare logs as well as three-monthly review meetings. As a result parents understand their child's achievements, well-being and development.

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

Children are happy and settled. They have warm relationships with the childminder and her husband who supports her periodically as her assistant. Children are making good progress. They enjoy a range of play which includes role play as a workman with screwdrivers and hammers on the workbench, mark making and drawing, laughing on the dance mat and musical toys. The childminder proactively makes very good opportunities to communicate with words and facial expression to enhance children's learning and communication with children is strong.

However, at times play is often too adult-led as the childminder is not wholly confident to let children develop their curiosity further by watching and observing play from a distance.

The childminder provides a range of activities outside of the home and children enjoy visits to the park, nature walks, soft play centres and children centre groups. They also have access for daily opportunities outdoors in the large secure garden which leads off from the conservatory, where most activities take place. Consequently children have many opportunities for fresh air and exercise. However, opportunities to extend learning indoors into the outdoor environment are to date fewer.

Children are safe and secure. They demonstrate a sense of belonging and understand the routines of the day. They are supervised well at all times and are checked regularly when taking a nap for example. Children are confident and from an early age are happy to decide on and choose their own toys. Their behaviour is very good. Children are developing an understanding to respect other's similarities and differences through their play resources, books and discussions. For example they learn about cultural dress and customs, food from around the world and language from an early age.

The childminder has completed food hygiene training. She supports children's understanding of a healthy diet in collaboration with parents who provide children's meals. Children learn from an early age about good hygiene practice such as washing hands prior to eating. They enjoy their meals and healthy snacks.

The childminder has a good knowledge and understanding of the Early Years Foundation Stage framework. Each child has a delightful development book which clearly show their progress. Photographs complement the informative and clear observation notes and enable the childminder to identify and plan for children's next steps. The childminder shares these books with parents who are consequently able to understand how to support their child's continuous development at home and can see their progress.

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	1
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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