

Inspection report for early years provision

Unique reference number	EY274308
Inspection date	31/01/2011
Inspector	Samantha Smith
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).

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.

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Description of the childminding

The childminder has been registered since 2003. She lives with her husband and two children in a residential area in Edmonton in the London Borough of Enfield. The family have a pet dog. The childminder works with her mum, who is her assistant.

The whole of the ground floor is used for childminding, an outside building offers additional play area for children and there is a fully enclosed garden for outside play. The childminder takes and collects children from the local school and attend a variety of community groups throughout the week. She on the Early Years Register and the compulsory and voluntary parts of the Childcare Register and she is currently registered to care for six children under eight years and there are currently 11 children on roll, four are in the early years age group. She is also a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well settled in the childminder's care and are making good progress in their learning and development. They supported well by the childminder, who has a secure knowledge of the EYFS and her in supporting them. There are detailed policies and procedures in place that are used well to support her practice. Strong partnerships have been formed with parents and information is regularly exchanged contributing towards continuity of care for all children. The childminder shows a proactive attitude towards continued development.

What steps need to be taken to improve provision further?

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

- ensure observations are carried out consistently for all children and across all areas of learning
- further develop planning to ensure that the next steps of learning are used to inform future planning

The effectiveness of leadership and management of the early years provision

The childminder organises herself well. She has a clear knowledge of her role in child protection and safeguarding arrangements are robust; there are procedures in place to ensure that children are not left alone with adults that have not been checked and a record is made of all visitors to the home. Detailed risk assessments are in place for the home and the garden as well as for outings contributing

towards the safety and welfare of the children. A thorough selection of written policies and procedures are in place and used well by the childminder in supporting her practice and the service provided.

The childminder works well with her assistant and makes good use of her skills to the benefit the provision. Resources are plenty, mostly well organised and used effectively to create a fun, stimulating and homely environment, that is welcoming and inclusive. She has created a designated den for children down the back of her garden; a place where children can freely explore the huge range of toys and available across all areas of learning. She makes good use of the local facilities and she is part of her local network group. She takes children out daily to visit various places of interest within the local community. Her capacity to maintain continuous improvement is strong; she demonstrates that she is keen to move forward and improve. She makes good use of the training opportunities provided and uses the knowledge and skills gained to positively impact on the quality of her provision. She has also identified training opportunities to support the personal development of her assistant.

The childminder has developed strong and effective relationships with the parents. All the required contracts and written agreements are signed and in place. She provides parents with written copies of her policies and procedures which they have signed to acknowledge they have read and understood. She regularly engages with them, keeping them fully up to date with her practice and the progress that children are making and they have regular opportunities to be involved in their child's education. Currently none of the children attend any other provision, although the childminder demonstrates a sound knowledge and understanding of the importance of establishing effective partnerships with professional involved with the children in order to provide a consistent and coherent practice.

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

Children are very well settled and are clearly happy and secure within their environment. They have developed strong, healthy attachments with the childminder and her family; using the term 'Gran Nan' as they refer to the childminder's mother, who is also her assistant. They are very confident and move around the play area freely accessing toys and resources of their choice. They demonstrate good levels of independence as they take their shoes on and off to change into their indoor shoes and they take charge of their own play. They know to ask for assistance with their personal needs and are well supported.

Children are making progress in their learning and development and are well supported by the childminder. She provides each child with a 'special book', which is used to record their progress and achievements through observation and assessments, giving a clear indication of just where children are at in their learning and development. However, there is still some room for improvement as this is not done consistently for all children and it is unclear how she uses the information to

inform future plans in order to move children on.

There are excellent opportunities for children to develop in all areas of learning through the wide variety of experiences that are provided. They are beginning to develop early social skills as they play well alongside each other and at times with each other, supported by the childminder. She encourages them to take part in games such as animal dominoes to encourage them to share, turn takes and co-operate with each other, something that they enjoy and appear to be grasping well, as they show their excitement as its get closer to their turn. The childminder also uses such opportunities to support children's understanding of mathematical concepts as she encourages counting out loud the number of domino blocks each of them have. Good use of concepts such as equal, the same and more or less also support childrens understanding different mathematical concepts. Further resources such as puzzles, shape sorters and various cause and effect toys are provided to support children in developing problem solving reasoning and numeracy skills.

The continual flow of conversation encourages children's communication language and literacy skills; as they learn to follow instructions and from the appropriate use of questioning from the childminder. There are good examples of lettering displayed around the playroom, which supports their understanding that writing has meaning and there are various tools provided that they use for mark making. Children's physical skills are well supported as they access the well resourced garden that provides various apparatus to encourage their climbing, balancing and co-ordination skills. They also go on daily walks to and from school and other places of interest within the local the area.

Children are well behaved and respond well to the childminder's requests. They are beginning to show genuine care and concern for each other as they follow the good example set by the childminder. They demonstrate a good understanding of right from wrong and are learning to keep themselves safe. They receive gentle reminders from the childminder whilst engaged in play and in turn their remind each other of these things, providing appropriate explanations why they must not engage in such play or do certain things. For instance; they remind each other why they must not stand on the chairs, 'because they may fall off and hurt themselves'.

Children enjoy an inclusive environment, where their individual needs are known and considered well; Individual routines from home are adhered, toys and resources provided depict positive images of different cultural backgrounds and meals provided are diverse and reflective of their differing cultural backgrounds and the childminder work on this. They learn about the wider world through the various books and as through visits to places in the wider community.

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